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**Англійська мова  
для студентів-міжнародників**

*Навчальний посібник*

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Посібник розроблено для проведення занять з викладання англійської мови для студентів-міжнародників після опанування ними базових курсів з англійської мови. Мета посібника – дати студентам спеціальні знання з використання англійської мови у своїй професійній діяльності, допомогти вдосконалити усне мовлення. У посібнику вміщено також глосарій міжнародних термінів, що робить його зручним у користуванні та доступним для самостійного опрацювання.

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## ВСТУП

Посібник, що лежить перед вами, є результатом роботи зі створення спеціального курсу з англійської мови для студентів-міжнародників, який був би спрямований на навчання україномовних студентів особливостей володіння та використання англійської мови як мови міжнародного права. Досягнення цієї мети було і залишається надзвичайно складним завданням, адже опанування суто мовними аспектами міжнародної англійської (зокрема, специфікою слово- та терміновживання, особливостями використання граматичних форм та конструкцій) ускладнене багатьма позамовними факторами, наприклад відмінностями систем міжнародного права, а отже, реалій, різними традиціями використання писемної мови, оформлення документів тощо.

З огляду на це з самого початку розробки спецкурсу було прийнято рішення сфокусувати всю увагу на навчанні студентів власне міжнародної англійської та забезпеченні того мінімуму країнознавчих знань, який є необхідним для цього. Посібник розрахований на студентів, які вже засвоїли загальний курс англійської мови і потребують лише подальшого вдосконалення знань щодо її спеціального використання. Звідси, у посібнику свідомо обмежено кількість граматичних та лексичних вправ, спрямованих на повторення вивченого матеріалу, і водночас висувуються високі вимоги до рівня володіння студентами англійською мовою.

Іншою новацією цього посібника є те, що у ньому вміщено навчальний матеріал та вправи з усного та письмового перекладу англійських текстів, що пов'язані із міжнародною тематикою. Зокрема, наприклад, подаються тексти оригінальних документів, пропонуються варіанти перекладу назв органів державної влади України та англomовних країн тощо. Таке включення елементів перекладу органічно вписується у загальну концепцію посібника: формування у студентів навичок роботи з літературою зі спеціальності, викладення думок у письмовій та усній формах, підготовка до обміну практичною інформацією зі спеціальності.

Посібник побудований за модульним принципом. Кожен модуль містить такі основні частини: базовий та допоміжний тексти,

лексичні та лексико-синтаксичні вправи до них, вправи на переклад текстів чи термінів з англійської мови на українську, і навпаки, а також зразкові практичні тексти, які спрямовані на перевірку засвоєння студентами навчального матеріалу та їх підготовку до відповідних контрольних тестів.

Крім того, певні модулі також містять тематичні словнички, що дають змогу збагатити словниковий запас студентів з відповідної тематики. Система вправ побудована таким чином, що дозволяє контролювати засвоєння студентами матеріалу як окремих частин модуля, так і модуля в цілому. Нарешті два окремих тести – проміжний та фінальний – допомагають оцінити рівень оволодіння матеріалом, відповідно, першої частини посібника та усього посібника.

**Геннадій Дімант**

# INTRODUCTION

The textbook you hold in your hands resulted from developing a special course of the English language for the students of international department aimed at teaching Ukrainian-language students peculiarities of English connected with international affairs and its usage. This goal was and remains difficult to reach, since learning English as language of international relations (in particular, peculiarities of usage, grammatical forms and constructions) is complicated by many extra-linguistic factors, e.g. differences in political systems and realities, different traditions in the use of written language and paper work.

Considering the above, from the very beginning of its development this course was focused on both teaching students international English proper and providing them with the minimum of country studies necessary for that. The textbook targets the students who have already taken the general course of English and need only further training on the specialized use of the language. For this reason the number of grammar and lexical exercises that repeat the already acquired language knowledge is deliberately limited in the textbook. At the same time, students are expected to have a high level of English proficiency. Another innovation of the textbook is that it includes study materials and exercises on written and oral translation of English texts connected with international affairs. In particular, it contains authentic texts of international documents, suggested translation of the names of state agencies of Ukraine and English speaking countries, etc. Such inclusion of the elements of translation fully corresponds with the main idea of the textbook, which is training students to work with materials dealing with international affairs and documents, to express themselves verbally and in writing.

The textbook has been prepared on the modular basis and is divided into modules. Each module consists of the following main parts: main and auxiliary texts, lexical and lexico-syntactic exercises to these texts, exercises on the translation of legal texts or legal terms from English into Ukrainian and vice versa, as well as practical tests directed at examining students progress in mastering study materials and preparing them for the midterm and final tests. Ancillary texts offer more detailed information on certain issues related to the main topic of each module. Besides, some modules also contain thematic glossaries which enable students to enrich

their vocabularies on the respective topics. The system of exercises has been developed to allow the lecturer to check how students are mastering both certain parts within a module and a module as a whole. Finally, two separate tests, midterm and final, can be used to check the level of mastery by students of the first part of the textbook and the whole textbook.

**Dimant G.**

## **Text №1 The World of English**

*There are as many different languages in the world as there are nations. Yet quite a number of them use English in their political and economic activity. The text that follows gives a glimpse of the history of the language and of some factors contributing to its geographical spread.*

Over 360 million people speak English as their mother tongue. To a European, the English-speaking world probably means little beyond the United States of America and England, but when a European says "England" he most likely means the United Kingdom, which, of course, is composed of four different English-speaking countries: Wales, Scotland, Ulster (also known as Northern Ireland) and England. With a bit more thought, a European will remember to include Eire, the Republic of Ireland, Australia, Canada, South Africa and New Zealand. But these are only 10 of the 45 countries, which consider English their first or official or natural native language. In addition, there are 19 other countries for which English is the practical or educated first language — countries like Guyana, India and the Sudan.

Many African states are English-speaking by tradition and by choice using English to unify the country and serve as the principal means of communication between diverse tribes. Kenya, Nigeria, Zambia, Ghana, Malawi and Tanzania are just a few of the African countries, which depend on English for their law courts, and parliaments, and day-to-day business dealing. In Asia, the English language serves the same purpose for the entire Indian subcontinent as well as for the smaller **outpost** of the Empire - now the Commonwealth - such as Fiji, Tonga, Hong Kong, Singapore, Malaysia and Ceylon — or rather Sri Lanka, as it is now called. The Caribbean Sea is **sprinkled** with islands — Bermuda,

Barbados, Trinidad, Jamaica, Dominica and the Bahamas — where English is spoken by everyone.

English as a separate particular language is over 1,200 years old. It all began with the invasion of the island of Britain by three Germanic tribes from northern Europe - the Angles, the Saxons and the Jutes, in the year 499 AD (**Anno Domini**). The first written records in English date from 700 AD, and about this time Britain was invaded yet again by Scandinavian adventurers called Vikings. After some 200 years of fighting with the Anglo-Saxons, the Vikings came to an agreement with the Saxon King, Alfred the Great, to divide the island - the Saxons in the west, the Scandinavians, who were Norse speaking, in the east. England was therefore bilingual until the two groups, through intermarriage, became one people. The linguistic **blend** of Saxon and Norse was also a union of two languages. In the verb "to be," for example, the third person singular "he is" is pure Saxon, but the plural "they are" is pure Norse. The word "wife" is Saxon, but the word "husband" came from the Norse - "arm" is from the Saxon, but "leg" from the Norse. "Duru" was the Saxon for "door", but "vindu" was the Norse word which gave us "window" - so from this union, one language, which we call Old English was born.

Modern English contains many variations of accent and even dialect, but unlike Italian or German, the dialects are rarely different enough to make comprehension impossible. True, a London Cockney would have a very difficult time in a conversation with a steel worker in Glasgow, and a Carolina cotton picker might find it difficult to understand and be understood by a sheep farmer from Australia, but a businessman from, say, Indianapolis, Indiana, USA would have few problems dealing with a businessman from Dublin, Ireland or Sydney, Australia, Auckland, New Zealand, Liverpool in England, Johannesburg, South Africa or Kingston, Jamaica. A reasonably educated Standard English allows comprehension and communication all over the English-speaking world.

But the geographical spread of the English-speaking world cannot entirely account for English being the "**lingua franca**"<sup>1</sup> of the modern world. The industrial and technological achievements, mainly of Britain and the United States, have made English the international language of many different fields, like international air traffic control, sea navigation (Morse code between ships), the complex jargon of computers and space technology, and international business conferences.

Through African Americans English became the language of jazz.

English continues as the language of pop music throughout the world - not only from British and American pop stars but also as the chosen language of the Swedish group "Abba", the Spanish group "Baccara", and no doubt many other groups in other countries. The British enthusiasm for competitive sport has given the world soccer football, rugby football, golf, tennis, cricket, squash, boxing, competitive swimming, rowing, modern horse racing and even ping-pong. To this list, the Americans have added volleyball, basketball and baseball. It is hardly surprising that English is the international language of sport, and words like "corner," "penalty," "goal," "**K.O.**"<sup>2</sup> and "smash" are familiar in every language.

Advertising is another field, which is largely dominated by the English language.

English is also the language of education. Throughout the third world, most secondary education and virtually all university lectures are in English. Even in Europe in countries as small as Sweden and as large as Russia, scientists and scholars of all kinds write their most important research and theses in English to guarantee the largest possible audience. And since the formation of the NATO forces, English has also become the language of the western military establishment, the soldiers of all NATO countries being trained and taught in English. In addition, the English language can claim the most extensive and richest literature of any language in the world.

<sup>1</sup>**lingua franca**-a language used by people who do not speak the same native language.

<sup>2</sup>**KO** -an abbreviation for a knockout in boxing.

#### **Points for discussion**

- 1. How can you account for the fact that English is either generally spoken or used as an official language in many (45plus 19) countries of the world?**
- 2. Do you agree that the English language has become the international language in such fields as industry and technology, jazz, sport, advertising and education? Give reasons proving your point of view.**
- 3. You have probably had some experience of speaking English to nationals from various countries. If so, was it a problem to communicate with them? Was their English very different from the one you had been taught? And if it was, what made it different — accent, word usage or something else?**

## Text № 2 Kenneth Hale

Sometimes Kenneth Hale was asked how long it would take him to learn a new language. He thought ten or 15 minutes would be enough to pick up the essentials if he were listening to a native speaker. After that he could probably converse; obviously not fluently, but enough to make himself understood. And so he was. He had a gift. But he was also an academic, a teacher of linguistics at the Massachusetts Institute of Technology (MIT). He was aware that many **otherwise** clever people are **dunces** at learning a second language. He sought to find laws and structures that could be applied to all languages. As well as studying the common languages, French, Spanish and so on, the search took him into many linguistic **byways**, to the languages of native Americans and Australian aborigines and the Celtic **fringes** of Europe. As many of these languages had no written grammar or vocabulary, and indeed were spoken by few people, Mr. Hale picked them up orally. His **tip** for anyone who asked him how to learn a language was to talk to a native speaker. Start with parts of the body, he said, then common objects.

After learning the nouns, you can start to make sentences and get **attuned** to the sounds. Still, there was much more to language than that. Noam Chomsky, like Mr. Hale a teacher of linguistics at MIT, wrote: "Language is really weird. Although speaking a language is for normal humans an effortless task, there is nothing else in the natural world that even approaches its complexity... Although children receive no instruction in learning their native language, they are able to fully master it in less than five years." Some students of linguistics believe that such a system, if it exists, is normally shut down in the brain at the age of 12. But for Mr. Hale it was around this age that his interest in language was just starting.

Kenneth Kale's childhood was on a ranch in Arizona and he started his education in a one-roomed school in the desert. Many years later, lecturing at MIT, he still felt most comfortable in cowboy boots. On his belt was a buckle he had won at a rodeo by riding bulls, and he had the slightly bowed legs of a horseman. His students were impressed that he could light a match with his thumbnail.

Mr. Hale had discovered his talent for language when playing with Indian friends who taught him Hopi and Navajo. Learning languages became an **obsession**. Wherever he traveled he picked up a new tongue.

In Spain he learnt Basque; in Ireland he spoke Gaelic so convincingly that an immigration officer asked if he knew English. He apologized to the Dutch for taking a whole week to master their somewhat complex language. He picked up the **rudiments** of Japanese after watching a Japanese film with subtitles. He sought to rescue languages that were dying out. One Indian language at its last gasp was spoken by the Wopanaak, the tribe that greeted the Pilgrim Fathers in 1620. It is now spoken again by several thousand people around Cape Cod. A Wopanaak who studied under Mr. Hale is preparing a dictionary of her language.

"Ken was a voice for the voiceless," said Noam Chomsky.

Mr. Hale could converse in about 50 languages, perhaps a world record, although he was too modest to claim one. But some tongues, such as Australia's Lardil, died with its last seven speakers. Mr. Hale was the last person on earth to speak some languages. Hundreds are disappearing, he said. "They became **extinct**, and I had no one to speak them with."

How much did Kenneth Hale contribute to an understanding of the apparently **innate** human capacity for speech? He made a number of discoveries about the structure of language, and had an instinctive sense of what all languages had in common. He is likely to be remembered by "The Green Book of Language Revitalization", which he helped to edit and which was published shortly before he died. It was warmly welcomed. "When you lose a language," he told a reporter, "you lose a culture, intellectual wealth, a work of art. It's like dropping a bomb on a museum, the Louvre."

**1. Read the text and consider its following aspects:**

- To pick up the essentials of the language listening to a native speaker.
- After that he could probably converse; obviously not fluently, but enough to make himself understood.
- Otherwise clever people.
- Language is really weird
- Ken was a voice for the voiceless

**2. Put as many questions as possible to the following sentences:**

- Sometimes Kenneth Hale was asked how long it would take him to learn a new language.
- He sought to find laws and structures that could be applied to all languages.
- Kenneth Kale's childhood was on a ranch in Arizona and he started his education in a one-roomed school in the desert.

- Mr. Hale had discovered his talent for language when playing with Indian friends who taught him Hopi and Navajo.
- Mr. Hale could converse in about 50 languages.
- He made a number of discoveries about the structure of language, and had an instinctive sense of what all languages had in common.

## §1 International Meetings

**Assembly,**

**Colloquium,**

**Congress,**

**Conference:**

- special
- world
- annual
- international  
a conference
- research
- extraordinary
- forthcoming
- specialized.

**Expressions to be memorized**

the conference is over

the atmosphere of a conference

solemn closing of a conference

the place of sitting

the scope (format) of a conference

the structure of a conference

themes, topics, subjects, subject-matter of

the sponsor (organizer) of a conference

the course (procedure) of a conference

purpose of the conference

to be responsible for a conference

to host a conference

to complete a conference

to postpone a conference

to devote a conference to some subject

to hold a conference

### Translate sentences using your active vocabulary

1. Этот симпозиум будет проводиться при содействии Колумбийского университета.
2. XXIV ежегодная биологическая конференция состоялась в Гатлинбурге (штат Теннесси) 5-8 апреля...
3. Было решено, что очередной конгресс КИКП (Комитета по исследованию косм. прост.) состоится 7 июня ... г.
4. Что касается сроков, было решено, что симпозиумы будут проведены 29-31 мая 1993 г.
5. Программный и исполнительный комитеты несут ответственность за общее направление работы, за содержание симпозиумов и за совещания специалистов
6. Международный союз биологических наук провел свою XX генеральную ассамблею в августе в г. Хельсинки.

7. Всемирный электрохимический конгресс состоится в Киеве 21-25 июня ... г. Его спонсорами будут Академия наук Украины и Международный электротехнический комитет.
8. XV Тихоокеанский научный конгресс по теме: «Природные ресурсы Тихого океана - на благо человечества» состоялся в г. Хабаровске с 20 августа по 5 сентября.
9. Еще один планируемый симпозиум («Будущее науки в космосе») не должен совпадать по срокам с к.-л. другим мероприятием.
10. Конференция по безопасности открылась 3 июля ... г.
11. Конференция продолжалась с 18 по 21 октября ... г.
12. На церемонии открытия и закрытия конференции к участникам обратился с речью Генеральный секретарь Организации Объединенных Наций, который присутствовал в качестве почетного гостя.
13. Конференция завершила свою работу 1 августа ... г.
14. Инициатива по созыву конференции, приуроченной к определенному событию, принадлежит организационному комитету.
15. Каждое научное общество, независимо от количества его членов, должно созывать общее собрание не реже одного раза в год.
16. Академия наук Украины была предложена в качестве устроителя встречи.
17. Академия наук Украины была главным спонсором и организатором конгресса.
18. Умелое ведение заседания позволит решить большее число вопросов, пройдет с меньшей потерей времени и даст большую возможность для свободных высказываний и принятия правильных решений.
19. Главная цель конференции - стать форумом для обмена информацией и идеями специалистов различных дисциплин.
20. Есть надежда, что конференция внесет вклад в стимулирование свежих идей и ускорение прогресса в области науки и техники.

### Grammar test № 1 Choose the correct form of the verbs:

Dear Karen!

**I'm having /I have** a great time here in England. My university term **isn't starting / doesn't start** until the autumn, so **I'm taking / I take** the opportunity to improve my English.

**I'm staying / I stay** with some English friends who are owning/own a farm. On weekdays **I'm catching / I catch** a bus into Torguay to go to language classes. **I'm making / I make good progress**, I think. My friends **say / are saying** my pronunciation is much better than when I arrived, and **I'm understanding / I understand** almost everything now. At weekends **I'm helping / I help** on the farm. At the moment **they are harvesting / they harvest** the corn and they **are needing / they need** all the help they can get. It's quite hard work, but **I'm liking / I like** it. And **I'm developing / I develop** some strong muscles!

**Do you come / Are you coming** to visit me on Christmas? **I'm spending / I spend** the winter holiday here at the farm. My friends **are wanting / want** to meet you and

there's plenty of space. But you must bring your warmest clothes. **It's getting/It gets** cold here in the winter.

Let me know as soon as **you 're deciding/you decide**. And tell me what **you're doing/you do** these days. Do you miss me?

Love, Paul.

## Text № 3 Diplomacy and Diplomats

### Part 1

**The following excerpts have been taken from a lecture by the Director of the Diplomatic Academy in Vienna, Mr. Missong, who visited the Diplomatic Academy of the Foreign Ministry of Russia in 2003. While reading the lecture focus on how Mr. Missong identifies the essence and goal of diplomacy, what qualities he considers indispensable for a good diplomat.**

We believe that the essence of diplomacy is negotiation, and its ultimate goal is the creation and maintenance of peace. Whenever there are conflicting interests between human beings, solutions must be found. There are essentially two ways to arrive at solutions: the way of force or the way of negotiation leading to **compromise**. Man's history is only too often marked by attempts to use force against an **opponent**, but it is equally true that solutions based exclusively on force prove to be unsatisfactory and short - lived. In most cases people realize that compromises arrived at by mutual consent serve their interests better than solutions based on the use of force. The way to arrive at a compromise between conflicting interests is called negotiation; it is diplomacy when negotiations are undertaken between states.

In diplomacy peace is **conceived** not as the mere absence of violence in international relations but rather as a state of mutual confidence. Confidence building between partners in the international world is a **prerequisite** for any agreement, for any compromise, arrived at by negotiation.

The ideal diplomat should be honest in order to inspire confidence. If a diplomat fails to gain confidence, he would most probably not achieve a compromise with his, partner. Never to lie is a general guideline for a

good negotiator. But, one should, of course, keep in mind that there is no need always to tell the whole truth or to reveal one's intentions completely to a partner. What one must avoid is the loss of confidence due to falsehood.

If honesty tops the list of qualities a good international negotiator should possess there are other virtues almost as important. Modesty and loyalty probably come next. First of all, a negotiator must be loyal to those he represents: his country, his government. A good sense of modesty and of proportion is the best protection against an opponent who knows how to **take full advantage** of conceit, false pride, and other weaknesses, which are only too human.

Patience has often been called the cardinal virtue of a good negotiator. Never should one allow the time factor to become decisive. Furthermore one should keep in mind that good results take time. The best results of international negotiations took many years before they were achieved. A good sense of imagination, openness, flexibility, and, of course, a high degree of intelligence are indispensable for a good negotiator. Negotiation is a creative activity. Its outcome is very often the result of painful work plus a lot of imagination.

Finally, psychology should be mentioned. It is by far the most important element in any successful negotiation process. If compromise is the ultimate goal of diplomacy, psychology is the only way to achieve it. If a lasting compromise is to be found, it must be based on mutual **consent**. Both **contracting partners** must have secured their proper interests. Consequently one has to find out what partners' interests really are and where they can be met consistently with our own aims.

A good negotiator should put himself in the position of his counterpart. He will then be able to judge correctly where concessions can be expected and where his own demands can be met by the partner.

Diplomacy defined as "the art of negotiation" does not aim at victory or surrender, but at compromise by consent. Even if one side is negotiating from a position of superior strength, a lasting agreement can only be established if it also meets the basic needs of the weaker partner.

## **Part 2**

**The** concept of diplomacy goes farther back than does recorded history. However, trying to think that far back I can't help **conjuring** up an image of a *Far Side* cartoon illustrating an **aborted** attempt at diplomacy between two Neanderthals named Ugh and Urk involving a

rock, a **club** and maybe a stone wheel. That's why it is necessary to make a little research on what that term "DIPLOMACY" means.

According to *Webster's Third New International Dictionary*, two definitions for "diplomacy" are:

1. The art and practice of conducting negotiations between nations for the attainment of mutually satisfactory terms.
2. **Adroitness** or artfulness in securing advantages without arousing hostility.

The word stems from the Greek word *diploma*, which literally means twofold. In ancient Greece, a diploma was a certificate certifying completion of a course of study, typically folded in two. In the days of the Roman Empire, the word diploma was used to describe official travel documents, such as passports and passes for imperial roads, that were stamped on double metal plates. Later, the meaning was extended to cover other official documents such as treaties with foreign tribes. In the 1700s the French called their body of officials attached to foreign legations the *corps diplomatique*. The word diplomacy was first introduced into English by Edmund Burke in 1796, based on the French word *diplomatie* (the -tie in French is pronounced like the -cy in English and therefore *diplomatie* sounds very much like diplomacy only with a French accent).

### **Diplomacy in Primitive Societies**

The concept of diplomacy may seem like one that would follow naturally any society when it reaches a certain level of **sophistication**. As it turns out, this hypothesis is supported by the fact that ideas relating to diplomacy have arisen in many primitive societies, **seemingly** without external intervention.

As an example, the idea of diplomatic immunity is known among the Australian aborigines. A study of the diplomacy of primitive societies in Australia, Asia, Africa and the Americas showed **familiarity** with ideas such as **messengers** and **envoys** to maintain intertribal relations. Some had beliefs that messengers are in possession of a protecting taboo that should not be violated. Others received envoys and their messages according to a given ceremonial. Messengers were often selected not from among the members of the society, but from the leading men and women of the tribe.

### **Diplomacy in Ancient History**

Due to a lack of a preserved written record, very little is known about diplomacy in ancient history. While few in number, there are references

to diplomatic concepts across many societies, such as the Egyptians, the Assyrians, the Babylonians, the Hebrews, the Chinese and the Hindus.

Documents dating back to ancient Egypt have been discovered that describe the exchange of envoys between the Egyptian pharaohs and neighboring monarchs. In addition to these descriptions, a treaty dating to 1278 BC between the pharaoh Ramses II and Hattusili II, the king of the Hittites, was found.

Thanks to a cuneiform library founded by Sargon II in the 700's BC, there is a plentiful record of envoys between Assyria, Babylon and **Elam** (the ancient state in the south west of the Iranian plateau) during the reign of Assurbanipal of Assyria, which lasted until 626 BC.

The ancient Chinese were **isolationists** and did not encourage contacts or relations with outsiders. However, records have been found that describe protocol and rules to be used in such dealings when they occurred.

The Hindus also recognized the importance of diplomacy as is shown by the following quote from the *Laws of Manu* (an important Hindu text): "Peace and its opposite (that is war) depend on the ambassadors, since it is they who create and **undo** alliances." A political treatise by Kautilya written **circa** 300 BC includes a chapter about envoys that outlines their responsibilities, including transmitting points of view of their rulers, preserving treaties, defending their countries' positions and gathering information.

The most **abundant** source of information is the books of the Old Testament which document many points in the history of the Hebrews. The book of Judges describes the dispatching of messengers by Jeptha to negotiate with the Ammonites, and the book of Samuel describes the sending of messengers from the house of Saul to the house of David to bring peace to the two houses.

### **The Greeks**

One of the first diplomatic figures appears in Greek mythology. Hermes, the brother of Apollo, was known for his charm, **cunning** and **trickery**. What better qualities for a diplomat? Zeus having a similar opinion, employed Hermes for the most **sensitive** diplomatic missions and he came to be regarded by the other gods as the **intermediary** between the upper and lower worlds. The Greeks regarded him as the **patron** of travelers, merchants and thieves.

Moving from mythology to history, among the earliest diplomats were the **heralds** of the Homeric period (the eighth century BC) The heralds

were, among other things, official agents of negotiation and were chosen for such qualifications as a good memory and a loud voice. As relations between the Greek city-states became more sophisticated, so did the qualifications for diplomatic representatives. By the sixth century BC, only the best orators were chosen to be ambassadors.

By the fifth century BC, the Greeks had implemented a system of continuous diplomatic relations. A good deal of what is known about diplomacy in ancient Greece comes from histories recorded by Thucydides, which include an account of a diplomatic conference that took place in Sparta in 432 BC. This conference included such "modern" concepts as making speeches, debates, proposing motions and carrying out votes. Also interesting is the fact that the idea of diplomatic immunity had already taken root, allowing representatives from city-states with antagonistic relationships to take part in these conferences. **Demosthenes**, another important historical figure, acted as an ambassador for Greece for a time.

### **The Romans and the Italians**

The Greek system of diplomacy acted as a foundation for that of the Roman Republic, which grew over the next several centuries and became the Roman Empire in 27 BC. The contribution of the Romans to diplomacy was not to its practice, but to its theory. The Romans stressed the importance of **adhering** to agreements and treaties. Rather than producing skilled negotiators, the Romans produced a skilled **archivists** who specialized in diplomatic procedures. Thus, the Roman diplomat was more an administrator than a negotiator.

Whether it was due to a lack of skilled negotiators or other political and social reasons, the Roman Empire eventually started to decline and gave way to the Byzantine Empire in the sixth century AD. The Byzantine emperors recognized the importance of diplomatic skill and revived the art. Under Emperor Justinian's rule, the Byzantine Empire grew partly through the use of three diplomatic strategies:

- 1) weakening the barbarians by **inciting** rivalry between them,
- 2) securing the friendship of frontier tribes with money and **flattery**,
- 3) conversion of **heathens** to Christianity.

As the Byzantine Empire, too, eventually declined, the playing of one **despot** against another became a common diplomatic strategy. In this period, the skills desirable in diplomats changed from simple orators to trained observers who could also provide reports about internal politics in the courts of the despots as well as in foreign countries.

In the dark ages in feudal Europe, there was little in the way of an established system of dialogues between countries. The Italian city-states more than any other nation at the time remained outside the feudal system. During the thirteenth and fourteenth centuries, the diplomatist-statesman began to appear as a consequence of both common interests and rivalries between city-states.

The Venetians were **reputed** to be among the best in this capacity. Their **archives** include diplomatic documents **spanning** from the ninth to the eighteenth centuries and include written instructions given to their ambassadors, replies brought back from foreign countries, and reports written upon completion of missions.

### **The French**

Diplomacy did not become a true profession until the fifteenth century, at which time the Italian States began to appoint permanent ambassadors. Among the more well known ambassadors were Dante, Petrarch, Boccaccio and Machiavelli. Although the profession of diplomat started with the Italians, it was the French who began to create the very early framework for modern diplomacy.

In the 1600's, Cardinal Richelieu made significant advances in diplomatic theory and practice. He stated in his *Political Testament* that diplomacy should be a continuous process aimed at creating durable relationships rather than attempting to make **opportunistic advances**. At the time, this was an important **shift** of the emphasis and purpose of diplomacy.

Up until the eighteenth century, the language of diplomacy was Latin. Diplomats both wrote and conversed in Latin; documents such as the Treaty of Westphalia (1648), the Anglo-Danish Treaty of 1670 and the Anglo-Dutch Treaty of 1674 were all drafted in Latin. During the eighteenth century, the French repeatedly tried to have French adopted as the language of diplomacy. The idea was so disliked by other powers that four major treaties that were signed in French had special articles inserted into the treaty specifying that these should not be considered precedents.

By the middle of the eighteenth century, however, French had become the *de facto* language of diplomacy and at the Congress of Vienna and the Congress of Paris all proceedings were conducted in French. It was only at the Paris Conference of 1918-19 that an English text - **the Treaty of Versailles** - was recognized as official.

Diplomacy was conducted by statesmen and politicians until the beginning of the nineteenth century. It was not until after the Congress of Vienna in 1815 that diplomatic service was recognized as a profession in various countries. It was then that rules and protocols of modern diplomacy began to take form, based on the **precepts** set forth by the French during the preceding two centuries.

### **Modern Diplomacy**

The next major revolution in diplomacy came with the end of the World War I. The most famous of all peace proposals following World War I was the program of Fourteen Points, delivered by President Woodrow Wilson in 1918. Two of the fourteen points were: open **covenants** which implied an end to "secret" diplomacy and the establishment of a League of Nations.

Before the establishment of the League of Nations, diplomacy was conducted between individual representatives of nations or for larger treaties at congresses such as those described above. The new idea accompanying the League of Nations and carried later to the United Nations, was diplomacy through a somewhat permanent state of conference between representatives of many nations.

This system of "**multilateral** diplomacy" is still in place today, for better or worse; diplomatic relations are presently regulated according to the *Vienna Convention on Diplomatic Relations*, a document that was written in 1961 and was adopted in 1964. A great deal of the world's diplomacy that has been conducted since the creation of the United Nations in 1945 has been done in the same building at the United Nations

### **Points for Discussion**

- Say why you agree or disagree with Mr. Missong's views about which qualities are essential for diplomacy and diplomats.
  - Are they essential for diplomacy only or for other professions as well?
  - What other qualities, in your opinion, should a good negotiator possess? Why?
- **Please use the following technique of expressing and substantiating your viewpoint. Begin with one of the following:**
1. "I believe that...,"
  2. "I suppose that...,"
  3. "In my view,...,"

4. "In my opinion,.."
5. "From my point of view..."

Then express your point of view. Having made your statement, begin your arguments with "Because..." or "As..." And give your first reason. If you have more reasons than one, you may start with "First..." or "To begin with..." and introduce your next reason with "Second," or "Then" or "Besides," and the third one with "Moreover," or "Furthermore," and finally summarize by saying "So" or "Because of that" or "That's why I think..." and repeat the essence of your point of view. Schematically your statement may look like this:

- In my view...
- Because, to begin with...
- Besides...
- Moreover...
- So, I think...

**Explain the meaning of the emphasized words and expressions.**

**Answer the following questions:**

1. What is the essence of diplomacy?
2. What are the two ways to arrive at solutions?
3. Why do compromises serve better than force?
4. What is negotiation in diplomacy?
5. How is peace understood in diplomacy?
6. Why isn't it always necessary to tell the whole truth to a partner?
7. Explain: "First of all a negotiator should be loyal"
8. Make a full list of virtues a diplomat should possess and analyze each one.
9. Trace the development of diplomacy through all the history.

*Accreditation – an authorization to lead the diplomatic representatives of one country in another one. It includes presentation of credentials to a corresponding body or an official.*

### **Your diplomatic vocabulary**

**- Make up a dialog between a diplomat and an official concerning the presentation of credentials ceremony.**

**Translate the text from Ukrainian into English. Pay attention to the words and expressions given below and use them.**

## Дипломатичні та консульські служби

Ще з XIV сторіччя торговельні італійські республіки відправляли за кордон, включаючи також мусульманські країни, консулів, щоб забезпечити захист їхніх комерційних інтересів. З появою держав-націй дипломатичні та консульські служби дуже змінилися. Дуже рано в цій галузі, яка є дуже важливою для розвитку політичних та економічних міжнародних відносин, з'явилися міжнародні звичаєві норми. Оскільки ці звичаї були повсюдно прийнятими та **непорушне**<sup>1</sup> встановленими, стало можливим їх **кодифікувати**<sup>2</sup>. Комісія з міжнародного права ООН підготувала тексти двох договорів, які були прийняті у **Відні**<sup>3</sup> у 1961 році (про дипломатичні відносини) та у 1963 році (про консульські відносини).

### Дипломатична служба

Встановлені на базі **рівності**<sup>4</sup> та **взаємності**<sup>5</sup> між державою, що **акредитує**<sup>6</sup> (яка відправляє місію), та державою акредитації (яка її приймає) дипломатичні відносини відіграють важливу роль у міжнародному суспільстві. Проте розвиток комунікацій та транспорту, який дозволяє політичним лідерам часто прямо втручатися в процес щоденного управління міжнародними відносинами, трохи обмежив роль послів.

Посол репрезентує державу, яка його акредитує, у найсильнішому значенні слова, він є не **довіреною особою**<sup>7</sup>, а радше **«втіленням»**<sup>8</sup> її. На цьому ґрунтуються його **недоторканність**<sup>9</sup>. Важливість його імунітетів дуже велика, вони є умовою підтримання дипломатичних зносин та являють собою один з фундаментів миру у світі. Рада Безпеки та Міжнародний суд одноголосно засудили Іран, відповідальний за взяття в заручники впродовж більш ніж року американських дипломатів у Тегерані.

Посол має дуже різні функції: він репрезентує державу, захищає інтереси її та її громадян, має повноваження для ведення будь-яких переговорів з державою акредитації, а також загалом прагне розвивати дружні стосунки між державою, яку він репрезентує, та державою, в якій він знаходиться.

Серед **привілеїв**<sup>10</sup> посла потрібно зазначити так звану **«валізу»** (можливість обміну поштовими відправленнями з керівництвом країни, що його акредитувала, без жодного контролю поліції та митниці) та **«шифр»**<sup>11</sup> (можливість обміну закодованими повідомленнями).

## **Консульська служба**

Якщо посол репрезентує свою державу перед урядом країни його акредитування, то консул забезпечує захист інтересів своїх громадян у консульських округах (одна держава може мати кілька консульств на території іншої держави). Функції консульств, перелічені у статті 5 Віденської конвенції, різні (вручення паспортів та віз, юридична підтримка, функції стосовно суден в портах тощо). Консул має лише функціональний імунітет, який захищає не його особу, а функції, які він здійснює, від будь-якого втручання влади держави його акредитації.

Як і дипломатичні відносини, консульські відносини встановлюються на двосторонніх засадах за допомоги договору між обома державами.

*Notes:*

1. Inviolably
2. Codify
3. Vienna
4. Equality
5. Mutuality
6. Accredited
7. Person empowered to act
8. Embodiment
9. Immunity
10. Privilege
11. Cipher

## **Text № 4 The Frozen Man**

On a September day in 1991, two Germans were climbing the mountains between Austria and Italy. High up on a mountain pass, they found the body of a man lying on the ice. At that height (3,200 meters), the ice is usually permanent. But 1991 had been an especially warm year. The mountain ice had melted more than usual and so the body had come to the surface.

It was lying face downward. The skeleton was in perfect condition, except for a large wound in the head. There was still skin on the bones and the remains of some clothes. The hands were still holding the wooden handle of an ax. On the feet there were very simple leather and cloth boots. Nearby was a pair of gloves made of tree bark and a holder for arrows.

Who was this man? How and when had he died? Everybody had a different answer to these questions. The mountain climbers who had found the body said it seemed thousands of years old. But others thought that it might be from this century. Perhaps it was the body of a soldier who died in World War I. In fact, several World War I soldiers had already been found in that area of the mountains. On the other hand, a Swiss woman believed it might be her father. He had died in those mountains 20 years before and his body had never been found.

When Italian and Austrian scientists heard about the discovery they rushed to the mountaintop. The body couldn't possibly be the Swiss woman's father, they said. The boots, the gloves, and the ax were clearly from further back in the past. For the same reason, they said it couldn't be a World War I soldier. It had to be at least several centuries old, they said, maybe even five centuries. It could have been one of the soldiers in the army of Frederick, Duke of Austria.

Before they could be sure about this guess, however, the scientists needed more data. They needed to bring the body down the mountain so they could study it in their laboratories. The question was, whom did it belong to? It was lying almost Exactly on the border between Italy and Austria. Naturally, both countries wanted the frozen man for their laboratories and their museums. For two days, the body lay there in the mountains while diplomats argued. Finally, they decided that it lay on Austrian ground. By that time the body was partly unfrozen and somewhat damaged.

When the Austrian scientists examined the body more closely, they changed their minds. They did not know yet how he had died, but they did know when: in about 2,700 B.C. This was a very important discovery, they said. It would teach them a great deal about this very distant period of European history. From the clothes and tools they could, learn about how men lived in those times.

**Choose the right variant:**

**1. This passage is about**

a. a soldier who died in World War I. b. mountaintop discoveries. c. how men lived in the distant past.

d. a frozen body found in the mountains.

**2. The body was found by**

a. some Austrian scientists, b. a Swiss woman, c. two German mountain climbers, d. soldiers in the army of Frederick of Austria.

**3. The body was in good condition because**

a. it had always been frozen, b. the scientists took good care of it. c. the air was very dry. d. it had just fallen there.

**4. When the body was first found**

a. everyone thought it must be 20 years old. b. everyone had a different theory about it.

c. no one had any idea about where it came from. d. scientists were sure it was 1000 of years old.

**5. When the scientists saw the body, they said it**

a. might be five centuries old. b. must be from this century, c. was probably the Swiss woman's father, d. probably was a soldier from World War I.

**6. The body lay on the mountain for two days because**

a. the Swiss woman didn't want anyone to touch it. b. no one could find it. c. the Austrian and Italian governments were fighting over it. d. neither the Austrians nor the Italians wanted it.

**7. After examining the body, the scientists said**

a. the frozen man had died in war. b. it was partly unfrozen, c. the frozen man was almost 5,000 years old. d. they did not know the cause of his death.

**8. We can learn about how people lived in the distant past from**

a. their feet. b. their clothes and tools, c. their museums, d. the mountains.

**Imagine the situation that the above-mentioned frozen man was found exactly on the boarder between Italy and Austria. Use your knowledge about virtues a diplomat should possess and try to find some available solution to the problem.**

|  |
|--|
| <b>§2 Location of a Conference<br/>Expressions to be memorized</b>   |
| <ul style="list-style-type: none"><li>• Exact place (location) of the conference</li><li>• Change of the conference place (location)</li><li>• To appoint the place of the conference</li><li>• To approve the place of the conference</li></ul> |

- To organize (to hold) a conference in/at (some place)

### Translate sentences using your active vocabulary

1. Местом проведения конференции был утвержден г. Филадельфия, срок проведения конференции - 6 - 13 июня.
2. Сроки проведения симпозиума и место не подлежат пересмотру.
3. Сроки и место следующего заседания будут установлены членами бюро конференции по согласованию с секретариатом.
4. Президент информировал участников пленарного заседания о том, что сроки и место проведения заседания были предметом долгих дискуссий.
5. Международная ассоциация по исследованию загрязнения водной среды организовала ... международную конференцию в Париже в июне ... г.
6. Комитет по исследованию ... провел свою ежегодную встречу в июне в Стокгольме.
7. В Париже в ноябре собралась специальная группа, чтобы обсудить мероприятия по случаю празднования Международного геофизического года.

## Text № 5 International Relations (Ancient Times)

### Part 1

Out of fifty six centuries of the human civilization less than three centuries (294 years) can be considered to be peaceful. The history of the **intergovernmental relations** fixed eight thousand **peaceful treaties** many of which were signed "for eternal times." Nevertheless the average term of their actions didn't **exceed** more than ten years. Taking into consideration these circumstances and also the problems of external relations, war and peace, **international law** – all these problems couldn't be disregarded by the thinkers of all times and nations.

Questions of the foreign policy, which interested thinkers and politicians of the ancient civilizations, were the questions of the origin of wars and reasons of their beginning. One of the most ancient Hindu manuscripts "Veda" (XV –V B.C.) describes the people's past as the time of **prosperity**, well-being, peace and **tranquillity**. The principle of not to cause evil in actions, words or even thoughts had a great significance in the Buddhist philosophy. The king Ashot (III B.C.) began to consider that principle as the national **virtue**. He rejected the policy of the military conquests and proclaimed the idea to **subdue** the world by love.

**Confucius (551-479 B.C.)** negatively treated aggressive wars and sharply criticized violence and warfare. He noted: "After war there are only **blackthorns** and **burs**. There is a famine after war. Each victory should be marked by funeral procession."

**Herakleitos (544-? B.C.)** – the ancient Greek philosopher, the advocate of aristocracy and the protector of social inequality of rights as "an **inevitable**, rightful and fair result of general struggle" wrote: "War is the father of everything, the king which makes one people rich, others – slaves and the rest – free."

**Plato (428-348B.C.)** made a conclusion that foreign policy and war originate from people's natural qualities. He told about the **invariable** and egoistic nature of a man, which is the source of the aggressive policy. Stronger countries satisfy their appetites at the expense of the weaker ones. He also admitted that such "peculiar" countries openly declare that: "force gives right." Justice is interpreted as "the interest of the strongest." In Plato's words "any war is a source of private and social miseries"

**Aristotle (384-322B.C.)** considered that foreign policy should play first of all moral and educational role and **ennoble** people who **bogged down** in sins. Aristotle took a **sober view** of the slave – owning system. "On the one hand the military art can be regarded as a natural way of **acquiring** property, for example if we speak about hunting. People have to hunt not only for the wild animals but for the people as well. Those people who are destined to be **subdued** but don't want to be conquered. Such wars are fair."

Perhaps, Aristotle was the first thinker who tried to formulate the correlation of war and law. He highly appreciated the significance of peace and wrote that any war is **hostile** to the idea of law. The government should provide people its citizens with leisure because the final goal of war is peace and the final goal of work is leisure.

The Roman politicians and lawmakers continued their analysis of the correlation of war and law and in fact they were the first who defined the main principles of the international law and policy.

**Marcus Tullius Cicero (106 – 43 B.C.)** divided the written law into private and public. He interpreted the law partly as a positive right of different nations and partly as a natural right of international communication. The essential principle of the international law is the necessity to adhere duties **envisaged** by the international treaties. Cicero was the first who differentiated just and unjust wars. Any war, which

wasn't declared was characterized as unjust. On the other hand he considered war conflicts, which were forced as a result of unsuccessful negotiations. The reason of the just war could be the protection of the country and its aim – the establishment of peace.

**Read the text and consider its following aspects:**

- The origin of wars and reasons of their beginning
- He proclaimed the idea to subdue the world by love
- After war there are only blackthorns and burs
- War is the father of everything
- Foreign policy and war originate from people's natural qualities
- Foreign policy should play first of all moral and educational role

**Define the emphasized words in the text № 5 and give the examples of your own.**

***Diplomatic Act** – actions or statements of the bodies of the foreign affairs or officials resulting in international and legal consequences. International practice stipulates different kinds of the diplomatic acts: establishment of the diplomatic relations, presentation of the credentials, agreements, diplomatic notes and memorandums.*

### **Your diplomatic vocabulary**

Think, how to draw up the diplomatic note of protest concerning interference into the internal affairs of your country.

## **Text №6. Emergence and Growth of Nations**

### **Ancient Times (Part 1)**

The first step toward the creation of nations was the formation, in ancient times, of tribes. In tribal society the struggle for the preservation and **extension** of the group was **waged** intensively. The main **bond** among tribe members was that of **blood kinship**. A love of homeland and a sense of **attachment** to a territory would not appear until much later.

Patriotism emerged with the rise of the early city-states. For economic and defense reasons, people began to group themselves around certain **vantage points**. Athens, for example, developed a strong sense of group

solidarity, its citizens' conscious of a common origin, a distinctive culture, and an assumed common destiny.

The city-states came into military conflict, some gaining **ascendancy** over and **absorbing** others. The most successful entities, notably Rome, developed a sense of national spirit as victories on the battlefield led to expanded commerce. But despite the spread of Roman institutions through the most effective communications known to that time, little sense of loyalty to Rome developed among its subject peoples.

### **Middle Ages.**

Nation-building was nearly invisible in the early Middle Ages. The basic unit of political organization, the **feudal domain**, did not **lend** itself to development of solidarity among large numbers of people. People in general lived in groups too isolated, too poor and small, and too provincial to feel any sense of attachment to a national or cultural entity. The church was an institution of almost universal influence, but loyalty to it was **incompatible** with the separatism characteristic of nationalism.

But the gradual growth of commerce enabled a new middle class to emerge, and it allied itself with leaders able to overcome the anarchy and decentralization of the feudal system. Consolidation of power under kings was accomplished first in England, which was isolated from the rest of Europe, and in France, where the king built a nation from a central location. Consolidation, not without considerable **bloodshed**, went on in Spain, Russia, Poland, and elsewhere, so that by the mid-18<sup>th</sup> century, national states had emerged in most of Europe.

Other developments **hastened** the trend toward nationalism. Latin **ceased to be** the universal language for education, literature, and diplomacy, and national languages and literatures evolved. As control by the church weakened, education became more secular. The Reformation, the rise of Protestantism, and the growing emphasis on national churches contributed to the consolidation of national states. The period of discovery and exploration of other continents was one of fierce competition among nation-states.

### **Modern Nation-Building.**

The 18<sup>th</sup>-century French philosopher Jean Jacques Rousseau stressed the value of the unity of the masses, bound together in pursuit of a common purpose—the good of the whole. Laws governing people, he said, should issue from the people, not a monarch. He regarded loyalty to la patrie (the fatherland) almost as an article of religious faith.

Gaining ascendancy from 1789, leaders of the French Revolution at first **professed** loyalty to Rousseau's doctrines of popular sovereignty,

individual liberty, social equality, and fraternity. But the movement became fanatical and introduced **instrumentalities** of nationalism later seen many times in other countries: universal **conscription**, emotional appeals to flag and country, hero glorification, and establishment of a system of public education grounded in the **vernacular** and dedicated to spreading revolutionary doctrines.

The French **inaugurated** a program of expansion and conquest. Napoleon introduced a civil code that served as a model for many countries. The nationalist spirit **nurtured** in France soon spread throughout Europe. Even as the French experiment **faltered**, the United States succeeded in preserving the liberal and humanitarian ideals of its own Revolution and became a new model for nationalists everywhere. Britain also evolved into a successful modern state along liberal lines.

From the Industrial Revolution emerged the "empire builders," nationalists who sought colonies that would supply essential raw materials and accept finished products. The colonial powers imposed their own institutions on their subject peoples. Their primary objective was to advance their own economic goals. Though **on occasion** these policies were relatively **enlightened**, and created order where chaos had reigned, the welfare of the colonials was given **insufficient** consideration. A desire for independence flourished in many areas of the world, often led, ironically, by some of those few colonial citizens who had been granted the chance to study in England, France, or other imperial homelands.

Colonialism was a **casualty** of the world wars as new nations emerged, particularly after World War II. Membership in the United Nations rose from 50 in 1945 to approximately 190 in the late 2000s. But many of the new nations **clung to a precarious** sovereignty, plagued by some combination of military coups, political instability, outside **subversion**, and, more basically, a **tenuous viability** based on unrealistic boundaries and inadequate resources combined with pressing social needs.

**1. Read the text and explain the meaning of the emphasized words and give the example of your own.**

**2. Answer the following questions:**

- **What was the first step toward the creation of nations?**
- **What was the main bond among the tribe members?**
- **How did patriotism emerge?**
- **Why did people begin to group themselves?**
- **Athens developed several virtues. Explain each of them.**

- **What was the reason of the expansion of commerce in ancient Rome?**
- **Why was nation-building invisible in the early Middle Ages?**
- **What was the role of the church in those times?**
- **Where was consolidation of power under king first accomplished and what were the reasons?**
- **What hastened the trend towards nationalism?**
- **Discuss the words of the French philosopher Rousseau.**
- **What was the role of the French Revolution in nation-building?**
- **What served a model for many countries in the time of Napoleon?**
- **How did the United States succeed in creating a new model for nationalists?**
- **What role did colonialism play in nation-building?**

## **Text № 7 International Relations (Renaissance Period)**

### **Part 2**

The great thinkers of the Renaissance period continued to develop the external political theories about the problems of war and peace.

**Nikolo Machiavelli (1469 – 1527)** expressed rather contradicting ideas as for the foreign policy, which, perhaps was quite natural for those times. He was one of the first who considered the state from the point of view of the people's interests. The reason of such a research was his anxiety for the fate of Italy and its people. He worried about the **political fragmentation** of his country and its enslavement by the foreign states. He also tracked the connection between the foreign policy of the country and prosperity of the people who live in it. In this case peace isn't the best life style of the society. In his opinion, peace is associated with **stagnation**, which causes **inactivity**, inactivity gives birth to disorder and disorder leads to destruction. According to Machiavelli, peace is only a moment in the historical **round of events**, that's why wars are **unavoidable**. He thought that God hadn't given the world **constancy** and peace. He considered that it was impossible to achieve a constant peace

that's why the task of any state was to create the effective foreign policy to make it a means of protection the country's interests. However, along with the negative aspects of the foreign policy expressed by Machiavelli we have to note those regulations, which could help eliminate many war conflicts. Namely, all countries should have the right to **amalgamate** and take measures to protect their country. Refuse from **mercenaries** because such troops are not guided by the national interests but profit.

**Erasmus Roterodamus (1469 – 1536) scrutinized** the origin of war and rejected its theological basis. He urged to find the cause of **discord** in people but not in some supernatural forces. Besides he considered that wars start not because of people's will but because of the rulers and their criminal **intentions**. "The monarchs of different states climb to war", he said, "to increase their wealth or to weaken people and separate those who are united. Every monarch has to work hard and take care to contribute into the prosperity of his nation". Thus, Erasmus Roterodamus was the first who saw the relation between internal and external policy.

**Hugo Grotius (1583 – 1645)** called to refuse from international conflicts but to solve all the problems with the help of peaceful methods. He considered that people are born to communicate, they mustn't have **hostile** intentions and people mustn't increase their wealth or territories at the expense of other nations. Only peace opens possibilities to solve all the conflicts. Even if one state boldly breaks the rules and laws of international coexistence and gives *casus belli*<sup>1</sup> it's not necessary to start war. First of all such steps should be used as **reconciliation** with the help of peace negotiations or settle the conflict with the help of an arbitrator. Thus Hugo Grotius unlike many other thinkers of the XVI – XVII centuries understood that peace and **consent** among people is the only aim of which should be achieved in the world.

<sup>1</sup>*casus belli* – привід до війни

**Read the text and consider its following aspects:**

- **contradicting ideas as for the foreign policy**
- **political fragmentation**
- **connection between the foreign policy of the country and prosperity of the people**
- **effective foreign policy to make it a means to protect the country's interests**
- **to find the cause of discord in people**
- **rulers and their criminal intentions**
- **separate those who are united**

**Define the emphasized words in the text № 7 and give the examples of your own.**

### *§3 Date of the Conference*

Indefinite

Latest (the deadline)

Exact

Change in the date

To end (to finish) a conference by...

To appoint the day of the conference

To approve the day of the conference

*To decide against*

To postpone / adjourn

To hold a conference in...

To hold a conference in due time

To meet at some time (in some month, year, etc.)

To fix the date

To eliminate the overlap of the dates

The last day of the conference inclusively

Including Sundays and official holidays (or: Sundays and official holidays inclusively)

In advance

At the latest

### **Translate sentences using your active vocabulary**

1. Необходимо определить сроки и место следующего заседания.
2. Было выдвинуто предложение отложить заседание на неопределенный срок.
3. Сроки проведения конгресса были выбраны таким образом, чтобы его участники смогли затем присутствовать на заседании федерации..
4. Организационный комитет должен позаботиться о том, чтобы не допустить совпадения сроков разных симпозиумов.
5. Вопрос об одобрении сроков и точного места проведения конгресса предстоит решить на следующем заседании.
6. Комитет по генетическому экспериментированию и некоторые его рабочие группы заседали в Лондоне в марте.
7. Четыре научных общества провели свои конференции в ... г.
8. Рекомендуются заканчивать дневные заседания к 4.30 - 5.00 часам дня для того, чтобы дать возможность участникам отдохнуть перед запланированными вечерними общественно-культурными мероприятиями.

9. Международный союз биохимии провел свою генеральную ассамблею и конгресс в июле в Торонто.

**Grammar test № 2 Put the verbs in the correct tense, present simple or present continuous.**

*Leila Johnson is an environmentalist. She is being interviewed on the radio by Tony Hunt, a journalist.*

**Tony:** So, tell me, Leila, why is it important to save the rainforests?

**Leila:** There are a number of reasons. One is that many plants, which could be useful in medicine grow in the rainforests. We.....(**not know**) all the plants yet-there are thousands and thousands of them. Researchers.....(**try**) to discover their secrets before they are destroyed.

**Tony:** I see. What other reasons are there?

**Leila:** Well, I'm sure you've heard of global warming?

**Tony:** You mean, the idea that the world.....(**get**) warmer?

**Leila:** That's right. The rainforests.....(**have**) an important effect on the earth's climate. They.....(**disappear**) at a terrifying rate and soon they will be gone. People.....(**not do**) enough to save them.

**Tony:** But, is global warming really such a problem? I.....(**enjoy**) warm sunshine.

**Leila:** Well, what.....(**happen**) when you.....(**heat**) ice?

**Tony:** It.....(**melt**) of course.

**Leila:** O.K. The polar ice caps..... (**consist**) of millions of tons of ice. If they.....(**melt**), the level of the sea will rise and cause terrible floods. Many scientists..... (**believe**) that temperatures ..... (**already rise**). We must do everything we can to prevent global warming and that.....(**include**) preserving the rainforests.

**Tony:** Thank you, Leila, and good luck in your campaign.

**Leila:** Thank you.

## **Text № 8 Helping the poorest**

**ONE** world, two fates. Of children who die before their fifth birthday, 98% are in the developing world. Of people who are **HIV**<sup>1</sup> positive, some 95% are in poor countries. Of the millions who die **prematurely** of tuberculosis, malaria, **measles**, **tetanus** and **whooping cough**, all but a few thousand live in the poor world. Indeed, tuberculosis alone kills more people each year than lung cancer, the most **prevalent** cancer and the terror of the West. The gap is widening between rich and poor countries, especially between the very richest and the very poorest.

Although that has happened for a century or more, the continued early deaths of the poor and their children are a **reproach** to us all. What is to be done to save those millions of young lives?

The good news is that there is some new thinking about ways to respond to this **challenge**. Aid agencies and drug companies are talking to each other in more constructive ways than they once did. For **donor countries**, this is not mere **altruism**: as international travel grows, rich-world governments acquire a direct interest in **halting** diseases such as tuberculosis, which may otherwise infect their own citizens. But **affordable** drugs are only part of the cure. Developing-country governments can do more to improve the health of their people than simply getting hold of western money and **ingenuity**.

Part of the new thinking lies in the application of economics to what has too often been a purely emotional **pitch** for aid. Since it published an influential report on health in 2003, the World Bank has consistently advanced the argument that unhealthy countries are condemned to slow growth. The idea that ill health reinforces poverty is less familiar than the view that poverty causes ill health, but equally true. However, one of the main virtues of the World Bank's argument is that it allows multinational aid donors to talk straight to developing-country finance ministers, who typically have more **clout** in the allocation of resources than do their colleagues in the health ministry.

Now, economists are struggling with another aspect of the health of the poor: their lack of access to drugs. Jeffrey Sachs, a Harvard economist, has drawn attention to the scale of the problem: poor countries cannot afford expensive medicines, and drug companies naturally tend to focus their research on finding cures for the ills of the rich rather than the **afflictions** of the poor. Americans and Europeans rarely suffer from **schistosomiasis**<sup>2</sup>, which afflicts 200 million people worldwide, or lymphatic **filariasis**<sup>3</sup>, which makes life miserable for another 120 million. So the market is said to be too small to attract research. Gone are the days when Jonas Salk refused to patent **polio vaccine**, saying that to do so would be "like patenting the sun". When a drug company spends millions to develop a vaccine, it wants an economic return.

The machinery that might guarantee such a return is now taking shape. The World Bank, the World Health Organization and other **do-gooding bodies** have formed alliances with the pharmaceutical industry to promote research on affordable drugs for **neglected tropical ailments**. Legislation under consideration in the American Congress and to be

proposed by the European Commission would also give a helping hand. All this talk still needs to be backed by money, though. Others need to **emulate** Bill Gates's medical philanthropy.

Important though such initiatives are, they are not enough to heal the poor. The remarkable fall in mortality rates in Europe and North America a century ago owed little to drugs and almost everything to improved **nutrition** and better public health **arrangements**: reliable water supplies, **safe drains**, regular rubbish collection. Yet one in six of the world's people lack safe drinking water; most of the giant cities of Africa and Asia have no **sewerage system**; and rubbish collection is so disorganized that between a third and half of their garbage lies uncollected. The main answers lie in making local government more efficient and more accountable. Another is money—although appropriate technology can cut costs. It is quicker to help the poor by ensuring that the water sellers on whom they rely have access to safe water than by struggling to install expensive piped supplies to the home; and wiser to arrange for **septic** tanks to be emptied promptly than to build water-borne sewerage systems.

### **Education for health**

With some of the diseases that kill the poor, the surest answer is to change habits. No single change would save more lives than if people routinely washed their hands before touching food. They need, too, to filter what they drink, to feed babies hygienically, to use mosquito nets, to avoid drunken driving—and to practise safe sex. One success story is sex education in Senegal: along with condom distribution and prompt treatment of other sexually transmitted diseases, this has helped to keep HIV infection rates in Dakar below 2%, compared with 20% in Kenya's Nairobi.

Spreading such messages needs government enthusiasm. But education ministers may not think it is their job to teach personal hygiene, while politicians may prefer building hospitals to preaching the virtues of hand-washing. In fact, good health care also **entails** reorganizing national systems so that they concentrate on primary care for the poor, rather than five-star clinics for those, like the president and his **cronies**, who ought to pay for their own care.

Even drug-buying could be done more effectively. Poor country governments need to make existing cheap medicines, such as oral **rehydration**<sup>4</sup> salts and childhood vaccines, more available. They also need to care better for those drugs they get: all too often part of the

**consignment** ends up on the black market or spoiled by bad storage. Foreign aid for malarial drugs in Kenya was recently withdrawn by donors **exasperated** by corruption, **inertia** and political **chicanery**. And there's the **rub**. As Professor Sachs says, getting good government is not the whole answer. **But of all the ills that kill the poor, none is as lethal as bad government.**

1 – HIV – human immunodeficiency virus

2 – schistosomiasis - шистосомаз

3 – filariasis - филариоз

4 - rehydration - обезвоживание

• **Read the text and answer the following questions:**

1. **What are the main reasons of the high death rates in developing countries?**

2. **What is done to respond this challenge?**

3. **How does tourism influence the rate of illnesses in the rich world?**

4. **What is the connection between economy and health?**

5. **The text points out the role of the finance ministers in solving the problem. What is the role of the diplomatic corps in this affair?**

6. **Why do drug companies tend to focus their research on finding cures for the ills of the rich rather than the afflictions of the poor?**

7. **What organizations promote research on affordable drugs for neglected tropical ailments?**

8. **What is one of the answers to halt illnesses in poor countries?**

9. **What did the experience in Senegal show?**

10. **What precautions should be made to keep drugs safe?**

**Define the emphasized words in the text № 8 and give the examples of your own.**

### **Conversational formulas for**

- **asking questions,**
- **answering questions,**
- **interrupting politely,**
- **bringing other people into the conversation.**

We often learn about things we don't know by asking questions. The direction in which a conversation goes often depends on the questions being asked. Various ways of asking a question, from a very formal way to a very

direct and informal one, may be necessary when you address different people: a stranger in the street, a friend of yours, your colleague or a senior official. And personal questions must always be expressed very politely.

But before we ask a question, we usually first attract the attention of the one we are going to ask. The most common way to address a stranger is, of course, "Excuse me..." or "Pardon (me)".

When you are among a group of people and want to attract attention to something you are going to say, you may say:

- *Look!*
- *Look here!*
- *I say (John)....*
- *Uh, Mr. Jones...*
- *Hey, Betty...*

The first five formulas may be called neutral, the last two — colloquial.

### **Asking Questions Techniques**

Here are some helpful opening expressions you can use to lead up to questions. They are also useful as "hesitation devices" to give you time to formulate your thoughts.

- *I was wondering; if you could help me. I'd like to know...*
- *I wonder if you could tell me...*
- *Could you (Would you) tell me...*
- *Do (Don't...) you know ...*
- *I'd like to know ...*
- *If you don't mind my asking, I'd like to know...*

- **Discuss with your teacher situations in which these formulas are appropriate.**

To get some additional information, to learn more details, or to clarify and specify what you are really after, you can use the following formulas:

- *Could you tell me some more about...?*
- *Would you mind telling me some more about...?*
- *I'd like to know more about...*
- *Something else I'd like to know is...*
- *Something else I was wondering about is this ...*
- *Sorry that's not really what I mean. What I'd like to know is...*
- *Sorry I don't quite understand why...?*

- **Discuss with your teacher situations in which these formulas are appropriate.**

When you ask someone about his past experience the following formulas may be useful:

- *Have you ever...?*
- *Tell me about the time you...*
- *I hear you once...*
- *Didn't you once...?*
- *"You've..... haven't you?"*

If you want to make sure that you have understood your interlocutor correctly, the formulas you need are:

- *Do you mean (to say) that...?*
- *Do I get you right that...?*

Then you put in your own words the idea expressed by him / her. This is also a good device for "buying time."

**Answering Techniques**

You may sometimes need to delay answering a question. Here are some ways to do it:

- *Well...*
- *Well, let me see...*
- *Oh, let me think a bit...*
- *Oh, I'm not sure; I'll have to check...*
- *Oh, that's a very interesting question...*

But if you do not know the answer or would like to avoid discussing the problem for some reason, you may use the following formulas:

- *Oh, I'm not really sure.*
- *I can't answer your question, I'm afraid.*
- *I'm sorry I really don't know.*
- *I've got no idea I'm afraid.*
- *I'd like to help you, but..*
- *That's something I'd rather not talk about just now.*

- **Discuss with your teacher situations in which these formulas are appropriate.**

When you begin talking about something that happened in the past useful beginnings may be:

- *Oh, that takes me back to the time, when...*
- *I'll never forget the time I...*
- *That happened when I was...*

- *That reminds me of the time, when...*
- *Well as I remember it...*

### **Interrupting Politely Techniques**

We may be "good listeners", but still there are times when we would like to interrupt when another person is speaking. Then we need to be alert for suitable opportunities, if we break in at the wrong time, may be considered impolite or aggressive. Here are some useful techniques for interrupting:

- *Sorry to interrupt, but...*
- *By the way... (to change the subject, or add a detail)*
- *if I could just come in here ...*
- *That reminds me...*
- *Well, the way I see it is...*
- *Um... hm.... um... (This is repeated until the speaker lets you speak)*

Keep in mind that you should not interrupt until the speaker has completed his sentence. If he says that there are three points that he would like to make, you may not interrupt until he has made all three. And if he says: "And another thing ...", you should not interrupt until he has added that point.

### **Bringing Other People into the Conversation Techniques**

- *Don't you agree, John?*
- *What do you think, John?*
- *You are very quiet, John.*
- *I think you will agree with me when I say ...*
- *John's looking skeptical.*
- *I don't know what you (John) think(s), but ...*

### **Communication Activities!**

Using the appropriate patterns, get your teacher to give you as much information as possible on his or her education, usual way of spending evenings, professional career so far, favorite vacation spot, favorite way of spending weekend, favorite sports. Try to get as many details as you can.

## Your diplomatic vocabulary

***Verbal note** – the form of diplomatic correspondence stating current questions. It is drawn up on behalf of the Embassy or the Ministry of Foreign Affairs beginning and ending with the formulas of respect, printed on the a special blank, having number and the date of sending. A person writing the note should sign it. The note is delivered personally or sent with the courier.*

- Some citizens of another state broke the law on the territory of your country. **Draw up a note stating this event according to the given information.**

## **Text № 9 International Relations Enlighteners and Politicians of the XVII – XVIII centuries**

**John Locke (1632 – 1704)** – the English philosopher, considered the problem of methods under which peace and safety in the world could be **consolidated**. He thought that all people were created equal and independent and that's why everyone should protect another part of humanity; follow the laws of Nature, which "demand peace and security for all the people ". Locke advocated the development of equal relations among countries based on the mutual respect of their rights. He considered war as "force without law" – the event that cannot give birth to the lawful consequences if it was **unleashed** without significant reasons. He also touched the question of responsibility and punishment of those who were guilty in unleashing wars, saying that those rulers are dangerous for people.

Speaking about state structure John Locke said about the **abuse of power** and the ways it could be prevented. Legislature should be separated from executive power (including judicial) and the government should obey the law.

**Jeremiah Bentham (1748 – 1832)** – the founder of one of the trends in English philosophy – utilitarianism. He proposed to enact the law to make the members of the government responsible for the initiating the

war regardless of the people's will. He also analysed the reasons of wars among which were the following: contradictions concerning state borders, predatory wars, tyranny of one country with regard to another one, religious contradictions, lucrative interests of the ruling classes and so on. He made a conclusion that the reason of any war is rooted in the political sphere but not in psychology. He also called to reduce armaments in Europe and he saw the armies supporting peace in conflict situations. Bentham insisted to realise the idea that colonies are harmful by their nature because they are one of the causes of wars. Essentially he forecast the creation of UNO and European parliament because he saw peaceful coexistence only with the help of political cooperation.

**Charles Montesquieu (1689 – 1755)** – the French philosopher wrote that peace and prosperity of nations are interconnected because industry can function effectively only in peaceful conditions and for that it is necessary to keep everlasting peace. He highly appreciated the significance of the international trade because he saw the connecting link among nations: "The spirit of trade unites people and its history". He also said that wars inevitably lead to great and sometimes irreversible processes (for example the fall of Rome) and saw the only way out – adhere to civilized rules in the international relations. He also touched a topic of the arms race, which can lead to the emergence of the new types of armaments that can destroy the whole nations. Really he was a **prescient** man.

**Jean Jacques Rousseau (1711 – 1778)** discussed the problem of war saying that wars and conquests go hand in hand with despotism because it is easy to get money and people in the **reduced** nation and on the other hand it is favourable to keep large armies **to hold their own people in leash**.

**Immanuel Kant (1724 – 1804)** the great German philosopher protected interests and rights of people. He said that any war doesn't have **justification** because it contradicts the role and **destination** of people. In his famous book "To the Eternal Peace" He wrote that peace would become a reality as a result of peaceful agreements and negotiations. He called governments not to conceal the possibility of another war while signing agreements, reduce armies, not to break the rules of war.

**George Wilhelm Hegel (1770 – 1831)** – the German philosopher had quite opposite views in comparison with the above mentioned philosophers. He proposed to understand "high **destination** of war"

thanks to which the moral health of nations is kept. He considered it was difficult to unite the interests and needs of individuals as well as countries. Each country, he thought, aspire to gain public good. At the same time he underlined that any war is the state of violence and lawlessness and accentuated on the importance of peaceful treaties for keeping peace in the world.

### GRAMMAR TEST № 3. PAST SIMPLE AND PAST CONTINUOUS.

*Complete this description of the life of a musician, using the verbs given. Use either the past simple or the past continuous.*

Colin Boyle was born in 1973 near Dublin, Ireland. In 1983 he became seriously ill. While he.....(**recover**) his uncle.....(**give**) him an old violin. He enjoyed playing and practised at his school every day after lessons.

One day in 1987, John Leaf the manager of several successful musicians,.....(**have**) a meeting with the headmaster when he.....(**hear**) Colin practising. He immediately.....(**contact**) Colin's teacher and.....(**invite**) Colin to appear in one of the concerts he.....(**organize**) that year. Colin, however.....(**refuse**) Leaf's invitation, because just then he.....(**prepare**) for some important school exams. Colin.....(**pass**) his exams and.....(**go**) to college to study engineering.

At college he.....(**meet**) Kim O'Malley, who.....(**study**) chemistry. Kim was also a keen amateur musician. Being students, they rarely.....(**have**) much money and they usually.....(**work**) as waiters at weekends. One evening in April 1992, while Colin and Kim.....(**serve**) customers, the manager.....(**announce**) that there would be no music in the restaurant that night as the regular band could not come. Colin and Kim.....(**persuade**) him to let them play to the customers. Everyone .....(**be**) amazed to hear how good they.....(**be**). Six months later they.....(**decide**) to leave college because they.....(**earn**) so much money as musicians. Their success has continued ever since.

### Text № 10 External Wars

It is possible to distinguish the objectives war has **procured**. **Objects** have changed radically in different ages. In early times conflict was probably as often accidental as **designed**, arising from chance contacts between isolated, **precarious**, and suspicious groups, habituated already to conflict with other species. As populations became denser, war perhaps began to appear attractive as a deliberately chosen activity. It

could provide them a means of securing cheap food, satisfaction for **wrongs**, sexual **gratification** or mere **exhilaration**. With the invention, some ten thousand years ago, of systems of settled food production, victory could procure food supplies for those whose traditional sources had failed. It could provide the permanent occupation of a favorable living space. And it could bring not merely immediate conquest but a more lasting **subjugation**.

When, five thousand years later, the earliest empires began to appear, the conquest of foreign peoples could be the instrument for increasing the glory of the state and the power of its ruler. The **annexation** of lands began to be culturally established as a natural object of collective **ambitions**. Though not necessarily desired for its own sake, war might still be attractive as a means to security, trading advantage and, above all, prestige. Even within modern times, conquest and the acquisition of territory remained a symbol of status. When the young nation-states of Europe began, at regular intervals, to make war against each other, it was still assumed that when the **proceedings** came to a close, the less successful would be obliged to pay **forfeits** to the victorious in the form of real estate.

With the final partition of the globe in the late nineteenth century new annexations became less attractive and more expensive. With the growth of nationalist movements, the development of the principle of self-determination, the spread of modern armaments all over the world, the acquisition of territory became not only less and less easy to **justify**, but more and more difficult to achieve. During the twentieth century the desires and demands of nationalism came to be increasingly replaced by those of ideology. Territory was no longer the main objective.

Analysis of the wars of the past two hundred years suggests that certain types of situation have most commonly served to signal a **warlike** response. One such class has been those in which the "honor" of the nation has been **insulted**: questions of national pride, comparable to situations between individuals requiring a challenge to "satisfaction". Such situations might result from humiliation or injury to national subjects (as in the War of Jenkin's Ear of 1739); insult to the national flag (as in the Anglo-Chinese war of 1856); the murder of a national (as in the Franco-Chinese war of the same year); above all, any act held to involve disrespect to the sovereign power, the "crown", the "majesty", the "imperial dignity" of the nation **affronted** (as when at the outbreak of the Anglo-Chinese war of 1839, Lord Palmerston declared that his

government "demanded satisfaction" for Chinese action toward a British official in "utter disregard of the respect due to an officer of the British crown", and **dispatched** the armed force "necessary in order to **vindicate** the honor and dignity of the British crown").

The fact that in some cases, as over the humiliation to France **manufactured** by Bismarck in 1870, it was necessary to invent an incident belonging to this category to justify war. These may be regarded as signals for a certain type of response. Although in this century such signals have become perhaps less powerful in their effect, they have remained important factors (as in the insult rendered to Austrian national pride in 1914). And even within the last few years, the lowering or tearing of national flags (as in Panama in 1964 and the Honduras-El Salvador War of 1969), the burning of **effigies** of national leaders (as between Indonesia and Malaysia), the dispatch of forces to a disputed territory (as in the Sino-Indian dispute), the insulting or ill-treatment of nationals (as between the United States and Cuba) may still inflame emotions surrounding national honor, and so provoke warlike **sentiments**.

A more important class of situation arousing a **warlike** response is that in which it is felt that a violation of national rights has occurred. Perhaps the most common form of action to arouse emotions of this kind is the violation, however **inadvertent**, of a national frontier (as by Turkey against Russia in 1735 and by Russia against Turkey in 1769). A somewhat similar response may be evoked by the denial of the "right" to trade (as before the Anglo-Chinese war of 1839) or of the "right" to diplomatic **intercourse** (as before the Anglo-Chinese war of 1856), of the "right" to financial repayment (as before the action by Britain against Egypt in 1882), or of "rights" of residence (as by China before 1839 and 1860). A similar sentiment of **infringed** rights may be aroused by the sudden **incursion** of one power into an area traditionally regarded as its own sphere of influence by another (as by France at Fashoda in 1898, by Germany in Morocco in 1906 and 1911, or by the Soviet Union in Cuba in 1962). All these have the effect of inflaming the emotions of the power believing its rights infringed, and so create the psychological **preconditions** of war.

### **1. Answer the following questions:**

- **How did the objectives of wars change in different ages**
- **Classify wars according to different objectives and discuss each**

- Think about diplomatic intercourse in each case
2. Explain the meaning of the underlined words and expressions.

## Text № 11 International Relations (Modern Times)

**Frederick Nietzsche (1844 – 1900)** considered the international politics of some European countries as a **petty** policy of hostility. He wrote: "The time of such a policy is in the past. The twentieth century is coming and it will be the time of really big politics, struggle for the world domination, the time of **unprecedented** wars".

Among arguments for the protection and justification of wars were **references to** the biological nature of people in the basis of which there is "an aggressive and defence egoism". He thought that any big war was an instrument of self-regulation and self-assertion of life. The most valuable individuals are selected, the "utmost" type of a person is formed and the domination aristocracy is established.

In his latest works Nietzsche wrote about the necessity of the political unity in Europe not on the basis of the voluntary peaceful treaties but the union should be preceded by the great or the set of small wars. He advocated the "balance of forces" theory according to which the international life is subjected to the universal laws of the distribution and concentration of power.

**Thomas Pane (1737 – 1809)** the American philosopher thought that wars appear as a result of the drawbacks of the social structure and the next reason that different political organizations and institutes of undemocratic character don't respond the people's interests. When political questions are solved by the anti-national methods it is a good condition for the beginning of war.

**Thomas Jefferson (1743 – 1826)** another American politician wrote: "I hate war and consider it as the most terrible **scourge** of humanity. In most cases the war is predatory and disgusting". He considered that one of the reasons of war is the low level of culture and also he didn't consider that a human being tends to conflicts and wars. Moreover Jefferson thought that people are able to control the development of international relations. In his "Declaration of Independence" he calls to improve international relations, respect rights and interests of people and their right to self-determination. Countries should reveal **restraint** and

**tolerance** to each other. Peace, trade and friendship with all the nations are the fundamental norms of the behavior on the international arena.

**Alexander Hamilton (1757 – 1804)** another American politician, in his famous book "The Federalist", which is called Bible of the American democracy and policy, paid much attention to the problems of foreign policy. He was a follower of the policy of power, which flourished during the "golden age" of the classical diplomacy and he was convinced in the inevitable **rivalry** among nations, which strive to increase their territory and influence. He didn't perceive the ideas of Enlightenment about peace among nations when trade would link countries with strong ties and solidarity would replace **animosity** of monarchies. "What has trade changed except the objectives of war?" – he asked. "In practice, republics are the same as monarchies. Both tend to wars." Hamilton dreamed about the USA as the country-balancer to regulate conflicts in the world. He also formulated the role of his country having the historical mission "to save the honor of humanity" or in other words to substitute Europe as the world's leader.

**Read the text and consider its following aspects:**

- **Struggle for the world domination.**
- **Biological nature of people in the basis of which there is "an aggressive and defence egoism".**
- **Any big war was an instrument of self-regulation and self-assertion of life.**
- **"Balance of forces".**
- **The war is the most terrible scourge of humanity.**
- **Countries should reveal restraint and tolerance to each other.**
- **Bible of the American democracy.**

**Define the emphasized words in the text № 11 and give the examples of your own.**

**Grammar Test № 4 Complete the table with the appropriate words:**

| <i>The name of the country</i> | <i>Adjectives</i> | <i>Residents of the country</i> | <i>National community</i> | <i>Language</i> |
|--------------------------------|-------------------|---------------------------------|---------------------------|-----------------|
| 1. Ukraine                     |                   | a Ukrainian                     |                           | Ukrainian       |
| 2. Britain                     | British           |                                 | the British               |                 |
| 3. China                       |                   |                                 |                           |                 |
| 4.                             |                   |                                 | the Americans             |                 |
| 5. Hungary                     |                   |                                 | the Hungarian             |                 |

|               |         |             |             |                             |
|---------------|---------|-------------|-------------|-----------------------------|
|               |         |             | people      |                             |
| 6. Finland    |         |             |             | Finnish                     |
| 7. Spain      |         |             | the Spanish |                             |
| 8. Turkey     | Turkish |             |             |                             |
| 9. Scotland   |         | a Scot      |             | the<br>Scottish<br>language |
| 10. Holland   |         |             |             |                             |
| 11. Denmark   |         |             |             | Danish                      |
| 12. Egypt     |         | an Egyptian |             |                             |
| 13. Sweden    | Swedish |             |             |                             |
| 14. Israel    | Israeli |             |             |                             |
| 15. Belgium   |         | a Belgian   |             |                             |
| 16. Portugal  |         |             |             |                             |
| 17. Australia |         |             |             | English                     |
| 18.           | Czech   |             |             |                             |
| 19.           |         |             | the Saudis  |                             |
| 20.           | Polish  |             |             |                             |
| 21.           | French  |             |             |                             |
| 22.           |         | a German    |             |                             |
| 23.           |         |             |             | Italian                     |
| 24. Russia    |         |             |             |                             |

#### § 4 Program of the Conference

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Long-term</li> <li>• Brief</li> <li>• Scientific</li> <li>• Sustained</li> <li>• Preliminary</li> <li>• Expanded program</li> <li>• Cooperative</li> <li>• Accelerated</li> </ul> | <p>To develop the program</p> <p>To review the program</p> <p>To offer the program</p> <p>To present the program</p> <p>To approve the program</p> <p>To draw up (to elaborate, to arrange) the</p> <p>The program is subjected to amendments</p> <p>Final program</p> <p>Draft program</p> <p>To incorporate something into a program</p> |
|--|--|

#### *Translate sentences using your active vocabulary:*

1. Рабочая группа разработала программу Симпозиума по гравитационной физиологии.
2. Представитель Всемирной организации здравоохранения заявил, что ВОЗ также проявляет интерес к исследованиям по ... и что он направит в комитет подробности действующей программы.
3. Комитет пересмотрел программы ассоциаций и принял ряд предложений для будущих исследований.

4. Были проведены обсуждения с представителями программы развития ООН.
5. Международная геологическая программа представляет собой совместную программу исследований, проводимых ЮНЕСКО и Международным союзом геологических наук.
6. Возможны изменения программы.
7. Организованы программы посещений для специалистов, требующие предварительной договоренности.
8. Вероятно, успех конференции наполовину зависит от свободного общения делегатов, что следует учесть при составлении программы.

## Our diplomatic vocabulary

***Credentials** – the document given to the diplomatic representatives for his accreditation in the foreign state. Credentials are signed by the head of the state, ratified by the Minister of Foreign Affairs and presented to the head of the foreign state in a solemn atmosphere.*

Create the solemn atmosphere in which the credential is presented. Express your hope and desire for the fruitful development of the relations between your countries in different branches

## **Text № 12 V. I. Lenin**

"Lenin" was one of his revolutionary **pseudonyms**. He is believed to have created it to show his opposition to Georgi Plekhanov who used the pseudonym Volgin, after the Volga River; Ulyanov picked the Lena which is longer and flows in the opposite direction. However, there are many theories on where his name came from and he himself is not known to have ever stated exactly why he chose it. He is sometimes erroneously referred to in the West as "Nikolai Lenin", though he has never been known as such in Russia.

### **Early life**

Vladimir Ulyanov (Lenin) born in Simbirsk in 1887, Russia, was the son of Ilya Nikolaevich Ulyanov (1831 - 1886), a Russian civil service official who worked for increased democracy and free universal

education in Russia, and his liberal wife Maria Alexandrovna Blank (1835 - 1916). Like many Russians, he was of mixed ethnic and religious **ancestry**. He had Kalmyk ancestry through his paternal grandparents, Volga German ancestry through his maternal grandmother, who was a Lutheran, and Jewish ancestry through his maternal grandfather (converted to Christianity). Vladimir Ulyanov (Lenin) himself was baptised into the Russian Orthodox Church.

Vladimir **distinguished** himself in the study of Latin and Greek. Two tragedies occurred in his early life: in 1886, his father died of a **cerebral haemorrhage**. The following year, in May of 1887 his eldest brother Alexander Ulyanov was hanged for participation in a plot threatening the life of Tsar Alexander III. This radicalized Vladimir and later that year he was arrested, and **expelled** from Kazan University for participating in student protests. He continued to study independently and by 1891 had earned a license to practice law.

### **Revolutionary**

Rather than settle into a legal career, he became more involved in revolutionary propaganda efforts and the study of Marxism, much of it in St. Petersburg. On December 7, 1895, he was arrested and held by authorities for an entire year, then exiled to the village of Shushenskoye in Siberia.

In July 1898, he married Nadezhda Krupskaya, who was a socialist activist. In April 1899, he published the book *The Development of Capitalism in Russia*. In 1900, his exile ended. He travelled in Russia and elsewhere in Europe and published the paper *Iskra* as well as other tracts and books related to the revolutionary movement.

He was active in the Russian Social Democratic Labor Party (RSDLP), and in 1903 he led the Bolshevik faction after a split with the Mensheviks that was partly inspired by his pamphlet *What is to be Done?* In 1906 he was elected to the Presidium of the RSDLP. In 1907 he moved to Finland for security reasons. He continued to travel in Europe and participated in many socialist meetings and activities, including the Zimmerwald Conference of 1915. When Inessa Armand left Russia and settled in Paris, she met Vladimir Lenin and other Bolsheviks living in exile. Inessa Armand became Lenin's mistress.

On April 16, 1917, he returned to Petrograd from Switzerland following the overthrow of Tsar Nicholas II, and took a leading role within the Bolshevik movement, publishing the *April Theses*. After a failed workers' uprising in July, Lenin fled to Finland for safety. He

returned in October, inspiring an armed revolution with the slogan "All Power to the Soviets!", against the Provisional Government. His ideas of government were expressed in his essay "State and Revolution", which called for a new form of government based on the worker's councils, or soviets.

### **Head of the Soviet state**

On November 8, Lenin was elected as Chairman of the Council of People's Commissars by the Russian Soviet Congress. Faced with the threat of German invasion, Lenin argued that Russia should immediately sign a peace treaty. Other Bolshevik leaders, such as Bukharin, advocated continuing the war as a means of **fomenting** revolution in Germany. Leon Trotsky, who led the negotiations, advocated an **intermediate** position, calling for a peace treaty only on the conditions that no territorial gains on either side be consolidated. After the negotiations collapsed, Germany launched an invasion that resulted in the loss of much of Russia's western territory. As a result of this turn of events, Lenin's position consequently gained the support of the majority in the Bolshevik leadership, and Russia signed the eventual Treaty of Brest-Litovsk, under disadvantageous terms (March 1918).

In accepting that the soviets were the only **legitimate** form of a worker's government, Lenin shut down the Russian **Constituent** Assembly. The Bolsheviks lost the vote there, with the Socialist Revolutionary Party winning the election and later breaking up into a pro-soviet Left SRs and anti-soviet Right SRs factions. The Bolsheviks had majority support in the Congress of Soviets and they formed a coalition government with the left wing of the Socialist Revolutionaries. However, their coalition collapsed after the Social Revolutionaries opposed the Brest-Litovsk treaty, and they joined other parties in seeking to overthrow the government of the soviets. The situation **degenerated**, with non-Bolshevik parties (including some of the socialist groups) actively seeking the overthrow of the soviet government. Lenin responded by (unsuccessfully) trying to shut down their activities.

On August 30, 1918, Fanya Kaplan, a member of the Socialist Revolutionary Party, approached Lenin after he'd spoken at a meeting and was on his way to his car. She called out to Lenin, and when he turned to answer, fired three shots, two of which struck him in the shoulder and lung. Lenin was taken to his private apartment in the Kremlin, and refused to **venture** to a hospital, believing other **assassins** would be waiting there. Doctors were summoned, but decided that it was

too dangerous to remove the bullets. Lenin eventually recovered, though his health declined from this point, and it is believed that the incident contributed to his later **strokes**.

In March, 1919, Lenin and other Bolshevik leaders met with revolutionary socialists from around the world and formed the Communist International. Members of the Communist International, including Lenin and the Bolsheviks themselves, broke off from the broader socialist movement. From that point **onwards**, they would be known as communists. In Russia, the Bolshevik Party was renamed the "Russian Communist Party (Bolsheviks)", which eventually became the CPSU.

Meanwhile, a civil war raged across Russia. A wide variety of political movements and their supporters took up arms to support or overthrow the soviet government. Although many different factions were involved in the civil war, the two main forces were the Red Army (communists) and the White Army (monarchists). Foreign powers such as France, Britain, United States and Japan also intervened in this war (on behalf of the White Army). Eventually, the Red Army won the civil war, defeating the White Russian forces and their allies in 1920 (although smaller forces remained for several more years).

In the later months of 1919, successes against White Russian forces convinced Lenin that it was time to spread the revolution to the West, by force if necessary. The newly independent Second Polish Republic was under strong influence of Polish statesman Józef Piłsudski, who **envisioned** a federation to comprise Poland, Lithuania, western Ukraine (centered at Kyiv) and other Central and East European countries emerging from **crumbling** empires after the First World War, with the goal of creating an entity able to restrain any imperialistic intentions of both Russia and Germany. When Poland began securing its eastern territories **annexed** by Russia in the **partitions** of Poland in late 18th century, and clashed with Bolshevik forces for dominance on Ukraine and nearby provinces, with revolution in Germany, Lenin viewed this a perfect time and place "to **probe** Europe with the bayonets of the Red Army." The Polish-Soviet War began in 1919. Lenin saw Poland as the bridge that the Red Army would have to cross in order to link up the Russian Revolution with the communist supporters in the German Revolution, and to assist other communist movements in Western Europe. However those plans were **crippled** along with the Red Army in

the Battle of Warsaw and the Peace of Riga was signed with Poland on March 18, 1921.

The long years of war had taken their **toll** on Russia, however, and much of the country lay in ruins. In March 1921, Lenin replaced the policy of War communism (which had been used during the civil war) with the New Economic Policy (NEP), in an attempt to rebuild industry and especially agriculture. But the same month saw the **suppression** of an uprising among sailors at Kronstadt ("the Kronstadt rebellion").

### **Premature Death**

Lenin's health had already been severely damaged due to the intolerable strains of revolution and war. The assassination attempt earlier in his life also added to his health problems. The bullet was still lodged in his neck too close to his spine for medical techniques of the time to remove. In May 1922, Lenin had his first stroke. He was left partially paralyzed (on his right side) and his role in government declined. After the second stroke in December of the same year, he **resigned** from active politics. In March 1923 he suffered the third stroke and was left **bedridden** and no longer able to speak. Lenin died on January 21, 1924. The official cause given for Lenin's death was cerebral arteriosclerosis, or a stroke (his fourth).

The city of Petrograd was renamed *Leningrad* in his honor; this remained the name of the city until the collapse of the Soviet Union in 1991, when it reverted to its original name, *St Petersburg*.

After his first stroke, Lenin published a number of papers indicating future directions for the government. Most famous of these is Lenin's Testament, which among other things criticized top-ranking communists such as Leon Trotsky and Joseph Stalin. Of Stalin, who had been the Communist Party's general secretary since April 1922, Lenin said that he had "unlimited authority concentrated in his hands" and suggested that "comrades think about a way of removing Stalin from that post". Lenin's wife discovered the paper in Lenin's study, and read it to the central committee, who while believing parts of it, did not take it to heart, and as such, these sharp criticisms of the internal party were not more widely released.

During the early 1920s there was an intent to **cryogenically** preserve Lenin's body in order to revive him in the future. Necessary equipment was purchased abroad, but for a variety of reasons the plan was not realised. Instead his body was embalmed and placed on permanent exhibition in the Lenin Mausoleum in Moscow.

1. Match the words from the left side with their synonyms from the right side and give the examples of your own.

|                      |                |
|----------------------|----------------|
| pseudonym            | preserve       |
| ancestry             | extreme cold   |
| distinguish          | week           |
| cerebral haemorrhage | quit           |
| expel                | early          |
| inspire              | repression     |
| foment               | homage         |
| intermediate         | invalid        |
| legitimate           | sword          |
| <u>constituent</u>   | <u>test</u>    |
| degenerate           | division       |
| to venture           | add            |
| assassin             | disintegrate   |
| stroke               | imagine        |
| onwards              | further        |
| envision             | heart attack   |
| crumble              | killer         |
| annex                | to risk        |
| partition            | become worse   |
| to probe             | legislative    |
| <u>bayonet</u>       | legal          |
| cripple              | mediator       |
| toll                 | provoke        |
| suppression          | encourage      |
| premature            | remove         |
| resign               | brain bleeding |
| bedrid               | mark out       |
| <u>cryogenic</u>     | descent        |
| <u>embalm</u>        | assumed name   |

. Discuss the places in the text concerning Lenin's political activity before the October Revolution and after it dividing the group into the supporters and the opponents of his ideas. Use as many words from the text as you can.

Read and translate the words before the text. Mind that there is an odd word there. Fill in the blanks with the proper words and find an odd word.

### Lexical Test

bottom / channel / cereal / connects / delta / extends / heavily / leadership / oil / oilfields / ores / remained / rounding / sea / waterway / width

The Suez Canal is a sea-level (1)\_ running north south across the Isthmus of Suez in

Egypt and separation the African continent from Asia. The Suez Canal (2) the Mediterranean and Red seas and allows ships to directly between the Mediterranean and the Indian Ocean rather than (3) Africa via the Cape of Good Hope The canal (4) 100 miles from Port Said on the Mediterranean to the Gulf of Suez in the south. To the west the canal is the low-lying (5) of the Nile River, and the east is the higher, rugged, and arid Sinai Peninsula!

The Suez Canal was built by the French-owned Sue Canal Company under the (6) of Ferdinand de Lesseps and was completed in 1869 after 11 years' constructor Its ownership (7) largely in French and British hands for the next 80 years. In 1956, however, the Egyptian leader Gamal Abdel Nasser nationalized the canal, which was closed twice by the Arab-Israeli Wars.

The Suez Canal originally consisted of a (8) barely 26 feet deep, 72 feet wide at the (9), and 190 feet wide at the surface. After successive widenings and deepenings, the canal had a minimum (10) of 179 feet an uninterrupted depth of almost 40 feet at low tide 1963. The canal is one of the world's most (11) us shipping lanes, with an average of 55 ships using it daily the late 20th century. Its most important traffic is the tanker carrying petroleum northward from the (12) of the; Persian Gulf to western and central Europe. Coal, (13) and metals, and other bulk commodities are also transported northward, while the main southbound traffic consists of cement, fertilizers, fabricated metals, and (14) grains, as well as empty tankers returning to the Persian Gulf. The largest (15) tankers (supertankers) are unable to use the canal when fully laden and must round the Cape of Good Hope instead.

## Our diplomatic vocabulary

*Diplomatic visit – the method of establishing and maintenance of business relations between the staff of the diplomatic representations with the official circles of the country where he stays. On visiting the country the diplomat makes acquaintance with the representatives of power, culture and business and with the diplomats of the foreign countries. The aims are: learning of the current political, cultural and economic life in the country and explanation of the internal and external policy of his country.*

**Being the diplomat from Ukraine ask question about political, cultural and business life of the country where you stay.**

### Text № 13. Let's have our treasure back, please

After reading the text try to solve the problem, which appeared between two countries.

IT TOOK 15 elephants and 200 mules to carry off the **loot** from Ethiopia's old capital, Magdala. The brutal **sacking** of the mountain-top city in 1868, Britain's **revenge** on Emperor Tewodros for taking the British consul and a few other Europeans **hostage**, **razed** the city to the ground. The hostages were **released** unharmed but the battle turned into a **massacre** and treasure hunt. Tewodros **committed suicide** and British soldiers **stripped** his body naked for souvenirs. They **carted off** his library and the treasures from a Coptic Christian church nearby. For £4, Richard Holmes, the British army's "archaeologist", acquired the crown of the Abun, the head of the Ethiopian church, and a solid gold cross from a soldier who had looted them.

The **booty** was collected and auctioned off near Magdala. Holmes bought 350 bibles and manuscripts for the British Museum. Others books went to the royal library at Windsor and libraries at Oxford and Cambridge. They are still there, though **odd** treasures have been returned—usually the less valuable ones—as gestures, whenever the British needed **to court** Ethiopia. An old European painting of Jesus Christ, believed to be by a Flemish master, which had been treated as Ethiopia's most sacred icon for centuries, was supposed to go to Queen Victoria, but was stolen **en route** by Holmes. In 1905, a picture of the painting was shown in the Burlington Magazine, but it disappeared soon afterwards and has never been found.

A new society, with academics among its members, has recently been formed in Addis Ababa, Ethiopia's capital, to ask formally for the return of all Ethiopian property stolen by the British at Magdala, and by the Italians nearly 70 years later when Mussolini's army invaded Ethiopia and carried off truck-loads of booty to display in Rome. The Italians took a fourth-century obelisk from Aksum, the center of Ethiopian Christianity, and dozens of other monuments, **ecclesiastical** crosses and crowns, manuscripts and paintings. They also seized an aeroplane built in Ethiopia for Emperor Haile Selassie by German engineers in 1935. This is now in the Italian Aviation Museum.

Although the peace treaty between Ethiopia and Italy at the end of the second world war **specified** that Italy should return all property looted

from Ethiopia, it was only after much pressure that the Italians agreed to return it. Some loot seems to have been lost at the end of the war. Only in 1997 did Italy agreed to return the obelisk that has been standing outside the Food and Agriculture Organization in Rome. Its return has now been delayed by another war, that between Ethiopia and Eritrea.

**1. Match the words from the left side with their synonyms from the right side and give the examples of your own.**

|                          |                      |
|--------------------------|----------------------|
| <b>Loot</b>              | <b>identify</b>      |
| <b>Sack</b>              | <b>church</b>        |
| <b>Revenge</b>           | <b>along the way</b> |
| <b>Hostage</b>           | <b>seek favor</b>    |
| <b>Raze</b>              | <b>unnecessary</b>   |
| <b>Release</b>           | <b>plunders</b>      |
| <b>Massacre</b>          | <b>tear</b>          |
| <b>Committed suicide</b> | <b>self-murder</b>   |
| <b>Strip</b>             | <b>mass murder</b>   |
| <b>Booty</b>             | <b>free</b>          |
| <b>Odd</b>               | <b>destroy</b>       |
| <b>To court</b>          | <b>captive</b>       |
| <b>En route</b>          | <b>vengeance</b>     |
| <b>Ecclesiastical</b>    | <b>steal</b>         |
| <b>Specify</b>           | <b>plunder</b>       |

**2. Read the text and consider its following aspects:**

- **The brutal sacking**
- **The hostages were released unharmed**
- **The booty was collected and auctioned off near Magdala.**
- **Odd treasures have been returned**
- **Whenever the British needed to court Ethiopia**
- **The peace treaty between Ethiopia and Italy specified that...**

## **Text № 14 The Historical Background of Cold War.**

### **(Part I)**

The **animosity** of postwar Soviet-American relations **drew on a deep reservoir of mutual distrust**. Soviet suspicion of the United States went back to America's hostile reaction to the Bolshevik revolution itself. At the end of World War I, President Woodrow Wilson had sent more than ten thousand American soldiers as part of an expeditionary allied force to overthrow the new Soviet regime by force. When that venture failed, the United States nevertheless **withheld** its recognition of the Soviet government. Back in the United States, meanwhile, the fear of Marxist radicalism reached a hysterical pitch with the Red Scare of 1919-20. Attorney General A. Mitchell Palmer ordered government agents to arrest 3,000 members of the Communist party, and then attempted to deport them.

American attitudes toward the Soviet Union, in turn, reflected profound concern about Soviet violation of human rights, democratic procedures, and international rules of **civility**. With brutal force, Soviet leaders had imposed from above a revolution of agricultural collectivization and industrialization. Millions died as a consequence of forced removal from their lands. Anyone who protested was killed or sent to one of the hundreds of prison camps, which, in Alexander Solzhenitsyn's words, stretched across the Soviet Union like a giant archipelago. Furthermore, Soviet foreign policy seemed committed to the spread of revolution to other countries, with international coordination of **subversive** activities placed in the hands of the Comintern.

For a brief period after the United States granted diplomatic recognition to the Soviet Union in 1933, a new spirit of cooperation prevailed. But by the end of the 1930s suspicion and **alienation** had once again become dominant. From a Soviet perspective, the United States seemed unwilling to join collectively to oppose the Japanese and German **menace**. On two occasions, the United States had refused **to act in concert** against Nazi Germany. When Britain and France agreed at Munich to **appease** Adolph Hitler, the Soviet Union gave up on any possibility of allied action against Germany.

Yet from a Western perspective, there seemed little basis for distinguishing between Soviet tyranny and Nazi totalitarianism. Between 1936 and 1938 Stalin engaged in his own **holocaust**, sending up to 6

million Soviet citizens to their deaths in massive **purge trials**. Stalin "saw enemies everywhere," his daughter later recalled, and with a vengeance frightening in its **irrationality**, sought to destroy them. It was an "orgy of terror," one historian said. Diplomats saw high officials tapped on the shoulder in public places, removed from circulation, and then executed. Foreigners were subject to constant **surveillance**.

On the basis of such experience, many Westerners concluded that Hitler and Stalin were two of a kind, each reflecting a **bloodthirsty obsession** with power no matter what the cost to human **decency**. Such impressions were only reinforced when Stalin suddenly announced a non - aggression treaty with Hitler in August 1939, and later that year invaded the small, neutral state of Finland. It seemed that Stalin and Hitler deserved each other. Hence, the **reluctance** of some to change their attitudes toward the Soviet Union when suddenly, in June 1941, Germany invaded Russia and Stalin became "Uncle Joe."

Compounding the problem of historical distrust was the different way in which the two nations viewed foreign policy. Ever since John Winthrop had spoken of Boston in 1630 as "a city upon a hill" that would serve as a **beacon** for the world, Americans had tended to see themselves as a chosen people with a distinctive mission to **impart** their faith and values to the rest of humankind. Although all countries attempt to create a favorable impression on their military and diplomatic actions, Americans have seemed more **committed** to describe their involvement in the world affairs as pure and **altruistic**. Hence, even ventures like the Mexican War of 1846 - 48 - clearly provoked by the United States in an effort to secure huge land masses - were defended publicly as the fulfillment of a divine mission to extend American democracy to those deprived of it.

**Reliance** on the rhetoric of morality was never more present than during America's involvement in World War I. Despite its official **posture** of neutrality, the United States had an interest in the victory of England and France over Germany. America's own military security, her trade lines with England and France, economic and political control over Latin America and South America - all would best be preserved if Germany were defeated. Moreover, American banks and ammunition makers had invested millions of dollars in the allied cause. Nevertheless, the issue of national self-interest rarely if ever **surfaced** in any presidential statement during the war. Instead, U.S. rhetoric presented America's position as totally idealistic in nature. The United States entered the war, President Wilson declared, not for reasons of economic

self-interest, but to "make the world safe for democracy." Our purpose was not to restore a balance of power in Europe, but to fight a war that would "end all wars." Rather than seek a sphere of influence for American power, the United States instead declared that it sought to establish a new form of internationalism based on self-determination for all peoples, freedom of the seas, the end of all economic barriers between nations, and development of a new international order based on the principles of democracy.

America's historic reluctance to use arguments of self-interest as a basis for foreign policy undoubtedly reflected a belief that, in a democracy, people would not support foreign ventures **inconsistent** with their own sense of themselves as a noble and just country. But the consequences were to limit severely the flexibility necessary to a **multifaceted** and effective diplomacy, and to force national leaders to **invoke** moral - even religious - idealism as a basis for actions that might well **fall short of the expectations** generated by moralistic visions.

**1. Read the text and consider its following aspects:**

- **The animosity of postwar Soviet-American relations**
- **To draw on a deep reservoir of mutual distrust**
- **Allied force**
- **The Red Scare of 1919-20**
- **Violation of human rights**
- **Grant diplomatic recognition**
- **"Orgy of terror"**
- **Non - aggression treaty**
- **Neutral state**
- **Beacon for the world**
- **Divine mission to extend American democracy to those deprived of it**
- **Self-determination for all peoples**
- **Flexibility necessary to a multifaceted and effective diplomacy**

**2. Define the emphasized words in the text.**

**3. Discuss the text with your groupmates.**

**§ 5 Invitation to the Conference**

To invite;

To extend an invitation

**To invite a speaker**

**To have the pleasure (honor) to invite...**

**Inviting country**

**Invited participant; invitee**

**Invitation:**

**Formal**

**Written**

**Standing**

**Oral**

**To decline (to refuse) an invitation**

**To be invited to ... (to receive an invitation to...)**

**To acknowledge the receipt of an invitation**

**To accept an invitation (on some condition)**

**To consider an invitation**

**To send out invitations**

**At (by) the invitation of...**

**Translate sentences using your active vocabulary:**

1. Since the principle exists in the Committee of considering the invitations only two years before the meeting in question, no action is necessary at present.
2. The Society invites all members to an evening reception.
3. Participants are kindly requested to bring their invitations with them.
4. The Society cordially invites you to view the exhibits of the meeting.
5. If a busy and eminent speaker is invited, it will be wise to give him a choice of dates.
6. When inviting a speaker always state the length of time he is required to speak.

## **Text № 15 The Historical Background of Cold War.**

### **(Part II)**

The Soviet Union, by contrast, operated with few such **constraints**. Every action that the Soviet Union had taken since the Bolshevik revolution, from the peace treaty with the Kaiser to the 1939 Nazi-Soviet pact and Russian occupation of the Baltic States reflected this policy of self-interest. As Stalin told British Foreign Minister Anthony Eden during the war, "a declaration I regard as algebra ... I prefer practical arithmetic." Or, as the Japanese ambassador to Moscow later said, "the Soviet authorities are extremely realistic and it is most difficult to

persuade them with abstract arguments." Clearly, both the United States and the Soviet Union saw foreign policy as involving a combination of self-interest and ideological principle.

The difference became **relevant** during the 1930s as Franklin Roosevelt attempted to find some way to move American public opinion back to a spirit of internationalism. After World War I, Americans had felt betrayed by the **abandonment** of Wilsonian principles. Persuaded that the war itself represented a **mischievous conspiracy** by munitions makers and bankers to get America involved, the Americans had preferred to **opt** for isolation and "normalcy" rather than participate in the **ambiguities** of what so clearly appeared to be a corrupt international order. Now, Roosevelt set out to reverse those perceptions. He understood the **dire** consequences of Nazi ambitions for world hegemony. Yet **to pose** the issue strictly as one of self-interest offered little chance of success given the depth of America's **revulsion** toward internationalism. The task of education was immense. As time went on, Roosevelt relied more and more on the traditional moral rhetoric of American values as a means of justifying the international involvement that he knew must inevitably lead to war. Thus, throughout the 1930s he repeatedly discussed Nazi aggression as a direct threat to the most cherished American beliefs in freedom of speech, freedom of religion, and freedom of occupational choice. When German actions **corroborated** the president's simple words, the opportunity presented itself for carrying the nation toward another great **crusade** on behalf of democracy, freedom, and peace. Roosevelt wished to avoid the errors of Wilsonian **overstatement**, but he understood the necessity of generating moral **fervor** as a means of moving the nation toward the intervention he knew to be necessary if both America's self-interest-and her moral principles-were to be preserved.

The Atlantic Charter represented the **embodiment** of Roosevelt's **quest** for moral justification of American involvement. Presented to the world after the president and Prime Minister Churchill met off the coast of Newfoundland in the summer of 1941, the Charter **set forth** the common goals that would guide America over the next few years. There would be no secret **commitments**, the President said. Britain and America sought no territorial **aggrandizement**. They would oppose any violation of the right to self-government for all peoples. They stood for open trade, free exchange of ideas, freedom of worship and expression, and the creation of an international organization to preserve and protect future peace. This

would be a war fought for freedom—freedom from fear, freedom from want, freedom of religion, freedom from the old politics of balance-of-power diplomacy.

Roosevelt deeply believed in those ideals and saw no inconsistency between the moral principles they represented and American self-interest. Yet these very commitments threatened to generate misunderstanding and conflict with the Soviet Union whose own priorities were much more directly expressed in terms of "practical arithmetic." Russia wanted security. The Soviet Union sought a sphere of influence over which it could have unrestricted control. It wished territorial boundaries that would reflect the **concessions** won through military conflict. All these objectives potentially **ran counter** to the Atlantic Charter. Roosevelt himself-never afraid of inconsistency-often talked the same language. Frequently, he spoke of guaranteeing the USSR "measures of **legitimate** security" on territorial questions, and he **envisioned** a postwar world in which the "four policemen"-the superpowers-would manage the world.

In short, the different ways in which the Soviet Union and the United States articulated their objectives for the war-and formulated their foreign policy-threatened to compromise the prospect for long-term cooperation. The language of balance-of-power politics was **incompatible**, at least in theory. Thus, the United States and the Soviet Union entered the war burdened not only by their deep mistrust of each other's motivations and systems of government, but also by a significantly different emphasis on what should constitute the major **rationale** for fighting the war.

**1. Read the text and consider its following aspects:**

- **Policy of self-interest**
- **Ambitions for world hegemony**
- **Freedom of speech**
- **Freedom of religion**
- **Freedom of occupational choice**
- **Open trade**
- **Free exchange of ideas**
- **Crusade on behalf of democracy, freedom, and peace**
- **Sphere of influence**

**2. Define the emphasized words in the text.**

**3. Discuss the text with your groupmates.**

**Translate the text from Ukrainian into English. Pay attention to the words and expressions given below and use them.**

### **Міжнародні відносини**

Міжнародні відносини встановлюються у найрізноманітніших галузях, ми обмежимося лише тим, що перелічимо їх. Міжнародні відносини можуть бути чинником<sup>1</sup> насильства: держави застосовують власні збройні сили, але існують і **недержавні<sup>2</sup>** збройні сили (військові визвольні рухи, терористичні групи тощо), що також заявляють про себе на міжнародному рівні.

Розвиваються також відносини на політичному рівні: міждержавні відносини, що є **прерогативою<sup>3</sup>** дипломатії, а також відносини між недержавними об'єднаннями (міжнародні асоціації рухів за мир, екологічні рухи, політичні партії тощо).

Економічні відносини - численні й різноманітні, найчастіше вони є; результатом дій приватних осіб, але держави також широко беруть у них участь через своє економічне **втручання<sup>4</sup>**. Ми повинні згадати також існування численних і широких міжнародних зв'язків у галузі науки, техніки, культури, туризму і т.п. Нарешті, рух солідарності, що виявляється в міжнародному плані в різних сферах (гуманітарна допомога або допомога для розвитку, релігійні громади тощо).

Таким чином, у різних сферах соціального життя встановлюються міжнародні відносини, чому сприяє розвиток засобів транспорту і комунікацій. Вони складаються з конфліктів та антагонізмів, **взаємодоповнюваності<sup>5</sup>** та **взаємозалежності<sup>6</sup>**, солідарності та об'єднання зусиль, нарешті, в окремих випадках, з єдності й **спільності<sup>7</sup>** поглядів та дій.

#### **Notes :**

1. Reason, aspect
2. Non-governmental
3. Prerogative
4. Interference (in)
5. Mutual addition
6. Mutual dependence
7. Commonness

## **Text № 16 Franklin D. Roosevelt and Winston Churchill at the Start of World War II**

**The** day after Franklin Roosevelt took the **oath** as President in 1933, he recognized that Hitler was a **threat** to world peace. He had known Germany since his childhood. A German governess at Hyde Park began teaching Roosevelt the language when he was six. Almost yearly he accompanied his parents to Germany, where his **ailing** father sought the cures of **water spas**. In 1891, the nine-year-old Roosevelt spent six weeks in a public school at Bad Nauheim trying to improve his German. Kaiser Wilhelm II required all students at the time to study map reading and military topography. Many years later, FDR would describe his studies as an example of Germany's interest in militarization.

Most American readers in the early 1930s **dismissed** Hitler's autobiography as the **ranting of a rabble-rouser**<sup>1</sup>. Few shared Roosevelt's concern over Hitler's monstrous notions that the German people should create German living space in Eastern Europe by **eliminating** its inhabitants. On the **flyleaf** of a 1933 American edition of "Mein Kampf, FDR wrote: "This translation is so **expurgated**<sup>2</sup> as to give a wholly false view of what Hitler really is or says — the German original would make a different story."

In April 1933, the President tried in vain to **rally** the French and British to a joint policy with the U.S. to discourage Germany from rearming. "The situation is alarming," FDR told the French Ambassador. "Hitler is a madman, and his counselors, some of whom I personally know, are even madder than he is."

Roosevelt hoped at this early stage to contain Hitler's ambitions by offering to ease the **harsh terms imposed** upon Germany by the treaty that ended World War I. As a first step, he asked the Germans not to rearm. In return, he suggested, the U.S., Britain, and France would cut armaments to a bare defense level. But Hitler only sought to **exploit** Roosevelt's proposal. Knowing that the U.S. possessed little power except its Navy and that its people were determined never again to be involved in a European war, he responded with a soothing message to the Reichstag, or German parliament. Roosevelt, sitting by a White House radio, translated Hitler's comments in **bits and pieces**. In light of "the American President's **magnanimous** proposal," Hitler seemed to

promise, "Germany is ready to join a solemn non-aggression pact." But Germany's buildup only accelerated, prompting the President to push to modernize the U.S. Navy.

### **First years of the War**

The United States was an **isolationist** country. Therefore since taking office in 1933, Roosevelt had sought to promote a formula for collective security **compatible** with isolation - policies that would aid nations threatened by aggressors without plunging the United States into war. He had **pondered** possible Anglo-American blockades to cut off trade with Germany and Japan and had proposed that peace-loving countries "**quarantine**" aggressor nations.

But much would happen in 1940, the first full year of "Europe's war." There came three months of horror, with the Nazis capturing Denmark and Norway in April, Holland and Belgium in May, and in June, the unthinkable, France. Roosevelt's generals gave him 3-to-1 **odds** that the Wehrmacht, fresh from parading down the Champs-Elysees, would be **goose-stepping**<sup>3</sup> through London's Trafalgar Square by August.

From abroad Winston Churchill, Britain's new Prime Minister, repeatedly urged the President to unite America's lot totally with Britain. "The small countries are simply smashed up, one by one, like **matchwood**," Churchill informed Roosevelt in May, and that attacks upon Britain were likely soon. If necessary, he added Britain would fight alone. "But I trust you realize, Mr. President, that the voice and force of the United States **may count for nothing** if they are **withheld** too long. You may have a completely **subjugated**, Nazified Europe established with astounding swiftness, and the weight may be more than we can bear."

Weeks earlier, Roosevelt had remarked to his cabinet that he supposed that Churchill was the best choice for Prime Minister even if he was drunk half the time. In truth, Churchill's drinking may have been **exaggerated**; two of his secretaries have **averred**<sup>4</sup> that whisky only **faintly tinged** his soda water. His fierce **defiance** and inspired **orations** quickly erased fears that he might be unstable or **impetuous**. While head of the Admiralty in the war's early days, Churchill had begun sending frequent messages to the White House, each with the **sign-off** "Former Naval Person" that, as a former assistant secretary of the Navy himself, FDR found **appealing**. To colleagues, Churchill explained that he was feeding information "to our American friend in order to keep him interested in our affairs." The eventual result was a remarkable

partnership. During the war, Churchill would send Roosevelt some 1,200 messages and get roughly 800 replies.

As two leaders debated privately and often sharply, the news from Europe grew steadily worse. Then in early June came an almost miraculous **deliverance**: the evacuation of 330,000 British and French troops that the Germans had encircled at Dunkirk. Britain's chances for survival rose, but a cable from the U.S. naval **attache** in London described England as still "no more fortified or prepared to **withstand** invasion in force than Long Island." That week Churchill's voice rang out in radios across the United States. Britain would never **surrender**, the Prime Minister **vowed**, and even if "This island were **subjugated**<sup>5</sup>... then our empire beyond the seas, armed and guarded by the British fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the Old." Churchill kept up his pressure. "If we **go down**," he wrote, "Hitler has a very good chance of conquering the world." "The Americans," Churchill later would recall, "treated us in that rather distant and **sympathetic** manner one adopts towards a friend one knows is suffering from cancer." Roughly a year and a month later, on Dec. 7, 1941, came the foreign attack. A day after Pearl Harbor, Roosevelt asked for and got a declaration of war against Japan. On that night Churchill "slept the sleep of the saved and the thankful."

In three days, the Fuhrer declared war on the United States.

**Notes:**

<sup>1</sup> rantings of a rabble - rouser

Foolish statements made in an angry way by a skillful speaker who can manipulate the audience

<sup>2</sup> to be expurgated

To remove all the offending parts of the text

<sup>3</sup> goose-step

A marching step used by German infantry as a parade step

<sup>4</sup> to aver

To affirm

<sup>5</sup> to be subjugated

To be conquered

**Discuss the following points:**

1. Was it important that the translation of Hitler's "Mein Kampf" be accurate? Why did FDR criticize it?
2. Were there any attempts to avert the war in Europe? Did they succeed or fail? Why?

3. Is the United States still an isolationist country?

**Have an exchange of views on what lessons can be drawn from the years leading to World War II and who should draw these lessons (politicians, diplomats, party leaders, voters, scientists, etc.).**

**Ask other students to give their assessments of the following statements and support them:**

FDR was a wise politician and a responsible man.

FDR was a biased politician and an ambitious person.

FDR was responsible for plunging the U.S. into the war.

Winston Churchill was the best choice for Prime Minister.

Winston Churchill was to be held responsible for not containing Hitler's ambitions from the very beginning.

Winston Churchill encouraged Hitler and underestimated his ambitions.

**Grammar test № 4 Choose the correct form of the verbs.**

THOMAS EDISON **started / was starting** work on the railway when he was 12, selling newspapers and snacks. There were long periods with nothing for him to do so he **built / was building** himself a little laboratory in the luggage van where he could carry out experiments when he didn't **sell / wasn't selling** things to passengers. Another way that he **occupied / was occupying** himself was by reading. He joined a library and **read / was reading** every book in it. One day when he **waited / was waiting** at a station he **noticed / was noticing** a small boy who **played / was playing** by the track, unaware that a train **approached / was approaching**. Edison **ran / was running** out and **grabbed / was grabbing** the child just in time. The child's father was so grateful that he **offered / was offering** to teach Edison to be a telegraph operator. Edison accepted the offer and soon he **had / was having** regular lessons. After a year he was good enough to get a job in the telegraph office. He continued to read and experiment, whenever he **had / was having** time. At 21 he **left / was leaving** the telegraph office to devote all his time to being an inventor. He **went / was going on** to invent the electric light bulb, the phonograph and the movie camera.

**Text № 17 Foreign Policy**

Foreign policy implies the activity of a state on the international arena, which regulates relations among other subjects of foreign policy: states,

foreign parties as well as different funds and also world and regional international organizations. The necessity in such a policy **is stipulated** by the fact that the **internal policy** can't satisfy the interests and the needs of a country completely. Foreign policy is realized in other conditions different from that of the internal policy because foreign policy is oriented to satisfy the interests of every state. Sometimes relations among countries are friendly but very often they become **hostile**. Thus, foreign policy is directed at regulating international relations among countries beyond their borders, achieving different political aims and protecting their rights and interests.

Foreign policy is closely connected with the activity of the specialized establishments, which analyse the evolution of international relations, different aspects and situations, **substantiation** of the definite political actions of one state concerning another one. First of all it is the Ministry of Foreign Affairs and corresponding parliamentary committees, embassies, consulates where specialists in military, economy, science and culture work. One cannot but say about such activities as the Peace Corps in the USA, **intelligence** and counterintelligence, specialists in economy, trade representatives, cultural cooperation, scientific and cultural centres.

The notions "foreign policy" and "international policy are very close." Both of them are used to define the activity of the definite country on the international arena. These terms also define the activity of the intergovernmental and nongovernmental organizations, political parties, social movements and so on.

The aims of the international activity are also different. They depend on the political structure, economic position, traditions, geographical location, connections with other countries and other factors. But among these aims there are general objectives **pursued** by all the countries in the world. Namely:

- to increase of authority and strengthening of the country's international position;
- to provide national security of the country, its territorial integrity and **inviolability** of borders;
- to create favourable international conditions for the successful realization of the internal political aims and tasks;
- to confirm the system of the collective security;
- to cooperate with all the subjects of the world political process.

Recently, the new objectives have taken the active position among the above- mentioned aims:

- participation in the international division of labour;
- exchange of goods, raw materials, new technology and spiritual values;
- protection of human rights;
- anti –terrorist activity;
- health protection.

Realization of these aims is defined by the demographical and economic potential of the country, size of its territory, the idea of the national interests and also the internal position of the country.

**1. Read the text and consider its following aspects:**

- Subjects of foreign policy;
- Internal policy;
- Regulating international relations;
- Evolution of international relations;
- Nongovernmental organization;

**2. Define the emphasized words in the text.**

**3. Discuss the text with your group mates.**

**Can You Speak Over the Telephone?**

**1. Making an Appointment**

**Secretary:** Two-four-nine; double eight-double two.

**Mr. Jones:** I would like to make an appointment with Mr. Jeffries. This is Mr. Jones speaking.

**Secretary:** Oh, yes, Mr. Jones. Good morning. I'll get his schedule. Are you there?

**Mr. Jones:** Yes.

**Secretary:** When would you like to come, Mr. Jones?

**Mr. Jones:** Tomorrow, if possible.

**Secretary:** I'm afraid he's tied up tomorrow. Is it urgent? If it is, perhaps we could fit you in somewhere.

**Mr. Jones:** No, it isn't that urgent. Is the day after tomorrow possible? **Secretary:** What time would you like to come?

**Mr. Jones:** As late as possible in the afternoon.

**Secretary:** I'm sorry, that afternoon's full too. How is Friday afternoon at five?

**Mr. Jones:** Yes, that's perfect, thank you. Good-bye.

**1. Reduce this dialog as close to the text as possible.**

**2. What would you say in reply to these remarks?**

1. This is Mr. Slow speaking. I would like to make an appointment with Mr. Gorelov.

2. I'm afraid I'll be tied up tomorrow. Could you suggest an alternative date?
3. There's something I'd like to talk to you about. When can we meet?
4. I'm afraid we cannot fit you in today but we could recommend you another dentist.
5. This is Mr. Fray's secretary. I'm calling to confirm your appointment with Mr. Fray for tomorrow, at 10 a.m.
6. I'm calling to let you know that Mr. Bell will not be able to keep the appointment. He is away from London and won't be back until after Wednesday. We are sorry about this.

### 3. Make an appointment by phone:

- with your counterpart;
- with a doctor;
- with an engineer from the TV repair service;
- with a dentist;
- with a friend of yours;
- with Mr. Brody, Sales Manager of a big company.

## Text № 18 Good (and bad) model guide

Every diplomat has to gain an understanding of economy because as one great man said: "Policy is a concentrated expression of an economy". This text summarizes the best and the worst features of economic models.

• **The American model.** Good points: flexible **labor** and product **markets**; low **taxes**; fierce **competition**; and **shareholder** capitalism, which puts pressure on managers to maximize **profits**. Bad points: wide **income** inequalities; low welfare **benefits**; poor quality of "public goods", such as primary and secondary education; low investment and very low **savings rates**.

• **The Japanese model.** Good points: lifetime **employment** encouraged loyalty and high skill levels; public services, especially education, of high quality; close relations between banks and other firms. This, it was once argued, gave Japan an advantage over American capitalism, obsessed with **short-term profit**. Bad points: these "virtues" are now seen as vices at the root of the country's problems: firms sheltered from the full force of the market feel little pressure to use capital efficiently.

• **The East Asian model.** The region has long been an intellectual

**battleground** for economists. Some saw East Asia's rapid growth as proof of the virtues of market-friendly policies—low taxation, flexible labor markets and open **trade**. Others argued that South Korea's industrial policy was evidence of the possible gains from selective **government intervention**. The truth is that there is no single "East Asian model": economic policies vary hugely from relatively liberal Hong Kong to heavy-handed South Korea; from widespread government **corruption** in Indonesia to **squeaky-clean** Singapore. What the East Asian countries shared was an openness to trade and higher savings than in other **emerging economies**.

- **The German social-market model.** Good points: excellent education and training; a generous welfare state and narrow **wage dispersion** breed social harmony; close relations between firms and banks assist high investment. Bad points: overly powerful **trade unions**, high taxes, overgenerous jobless benefits and widespread labor and product market restrictions have led to persistently high **unemployment**.

- **The Swedish model.** Once advertised as a "third way" between capitalism and socialism. Good points: relatively open markets combined with a comprehensive welfare state, narrow wage dispersion and **employment schemes** that pushed the **jobless** back into work. Bad points: rising **inflation** and **recession** increased the **budget deficit**, and as unemployment rose, costly **job schemes** were no longer affordable; high personal taxes blunted incentives to work.

- **The New Zealand model.** Radical reforms in the 1980s transformed the rich world's most regulated and closed economy into one of the most free-market, with the lowest tax rates, lowest **trade barriers** and widespread **privatization**. Bad point: a big increase in inequality.

- **The Dutch model.** Some now see the Netherlands as a model for the rest of Europe. Workers have accepted smaller pay rises in return for more jobs; rules on part-time and temporary jobs have been relaxed; and social-security taxes have been **trimmed**. The result has been a dramatic fall in unemployment—to 3.6%, compared with an average in the euro area of 10.6%. The Dutch model appears to offer a way to cut unemployment without big cuts in the welfare state or wide pay differentials. However, the headline jobless rate paints too rosy a picture: one-third of **workers are part-time**, the highest proportion in the rich world, and an unusually large number of people receive disability or sickness benefits and so are excluded from the jobless count.

- **The text contains great amount of economic terms you should know to use in your everyday speech. Give the proper explanations to all of them and give the examples of your own.**

- |                       |                               |
|-----------------------|-------------------------------|
| 1. Labour             | 13. Governmental intervention |
| 2. Market             | 14. Emerging economies        |
| 3. Tax                | 15. Trade Unions              |
| 4. Competition        | 16. Unemployment              |
| 5. Shareholder        | 17. Jobless                   |
| 6. Profit             | 18. Inflation                 |
| 7. Income             | 19. Recession                 |
| 8. Benefit            | 20. Budget deficit            |
| 9. Saving rate        | 21. Job scheme                |
| 10. Employment        | 22. Trade barrier             |
| 11. Short-term profit | 23. Privatisation             |
| 12. Trade             | 24. Part – time worker        |

## **Text№ 19 GOOD MANNERS**

### **How not to behave badly abroad**

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at 4 o'clock. What time should you expect your foreign business colleagues to arrive? If they are German, They'll be on time. If they are American, they'll probably be 15 minutes early. If they are British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business partners.

#### **For example:**

- The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer

not to work while eating. Lunch is a time to relax and get to know one another, and rarely drink at lunchtime.

- The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.
- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland. But in Germany people regard it as taking it easy.
- American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position. When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it into the pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather – unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh, really? You live in Kansas? I had an uncle who once worked there.'

### **'WHEN IN ROME DO AS THE ROMANS DO.'**

#### **Here there are some final tips for travellers.**

- In France you shouldn't sit down in café until you've shaken hands with everyone you know.
- In Afghanistan you should spend at least five minutes saying hello.
- In Pakistan you mustn't wink. It's offensive.

- In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
- In Thailand you should clasp your hands together and lower your head and your eyes when you greet someone.
- In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

### Comprehension task

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understood their customs?
3. Which nationalities do not like to eat and do business at the same time?
4. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.

### Discussion

1. Do you agree with the saying 'When in Rome do as the Romans do'?
2. What are the rules about greeting in your country? When do you shake hands? When do you kiss?
3. Think of one or two examples of bad manners. For example, in Britain it is considered impolite to ask people how much they earn.
4. What advice would you give somebody coming to live and work in your country?

### Your diplomatic vocabulary

*Diplomat – an official worker in the department of external relations who participates in the work connected with the official relations with the foreign states.*

Enumerate all the duties of a diplomat in the foreign country.

## Text № 20 Functions of the International Policy

Implementing the tasks of the international policy any country performs its peculiar functions, mainly defence, regulating, informative and intermediary functions.

1. **Defence function** is connected with the protection of the rights and interests of the given country and its citizens living abroad. This function is directed at the prevention of the threat for the country and search of the steps to solve the problem in a peaceful way. Its effectiveness depends on the interrelations and cooperation with other countries to create secure world order.
2. **Regulating function** manifests itself in the necessity of the international community to adhere to the definite norms, principles, traditions of international contacts secured by different international acts and laws. These acts and laws play the role of a mechanism in regulating international relations.
3. **Informative function** are realised through different agencies and bodies which represent the views of the government, the country's position and also inform the governing body of the country about the activity and intentions of the governments of other countries. It should also reflect the definite image of the country on the international arena, influences the public opinion in other countries to solve their tasks and achieve their external aims. If this function works successfully it decreases erroneous actions in the international affairs.
4. **Intermediary function** embodies internal and external political concepts, doctrines and programs of the state and practically adopts policy and its aims. This function also helps to get definite benefits and advantages.

Recently, **integration function** has been playing more and more significant role. It means that the existence of the international community are provided through international relations. It is the question of integrity which is characterized by the policy and political relations because the threat to the humanity can be liquidated only with the help of mutual political decisions and actions.

It is necessary to add that the realisation of all these functions depends on the level of international relations among countries, relations of the countries with the external world, and their ability to play a significant and constructive role in the world policy.

- **Your task is to organize press–conference with the topic: "Functions of the International Policy" for the correspondents of different newspapers and magazines.**

## **Text № 21 Historical Processes**

### **Premodern Legal Systems**

Our legal roots go far back in history. Many conceptual distinctions (e.g., **substantive** vs. procedural law or civil vs. criminal law), fundamental legal definitions (e.g., murder, **assault**), rules of **codification** (e.g., federal and state codes), and systemic/institutional evolution (e.g., **law enforcement**, judiciary, the jury system, the **adversary** system) can be traced to the **Code of Hammurabi, the Mosaic law, the Roman law, and the English common law.**

### **The Code of Hammurabi**

The earliest developed legal system is the Code of Hammurabi (**circa** 2100 B.C.). This code comprised the law of ancient Babylon, a society that we would classify as midway between the advanced **horticultural** and the agrarian periods. The code contains some provisions that have parallels in modern legal systems. First, the code articulates a clear distinction between the rules to be followed and obeyed by Babylonian subjects and the rules legal authorities are to follow in deciding disputes and issues of guilt or innocence, a distinction equivalent to the modern division between substantive law (the basic law of rights and duties) and procedural law (law that prescribes the procedures used in enforcing and **administering** substantive law).

Second, the Code of Hammurabi contains rules that clearly antedate the modern distinction between civil and criminal law. The former is reflected in provisions pertaining to such private matters as property transfer and inheritance, contractual obligations, partnerships, sales, and leases, while the latter deals with the law of crimes and illegal conduct.

Third, the code attempts to scale punishments for crimes in proportion to the harms **inflicted** by the offender. Included are provisions such as: "If a man destroys the eye of another man, they shall destroy his eye," and "If a man knocks out the tooth of a man of his own rank, they shall

knock out his tooth". The scaling of punishments in proportion to **perceived** harm has a parallel in modern legal code distinctions between **felonies** and **misdemeanors** and in the grading of offenses within these broad categories of crime seriousness. The code also contains numerous provisions for money payments by which offenders could compensate for their less serious offenses, something roughly equivalent to fines and monetary compensation in modern civil **litigation**.

### **The Mosaic Law**

Of more direct **relevance** to modern law is the Mosaic Law (circa 1250 B.C.). This law contains **explicit** prohibitions against murder, assault and **battery**, theft, **perjury**, adultery, kidnapping, the taking of bribes, sodomy, **usury**, prostitution, and a host of other activities also forbidden in modern criminal codes. Moreover, the Mosaic Law sets forth rules for compensation for harms or damages that have direct parallels in modern cases of civil litigation dealing with private wrongs or **torts**.

The law also articulates a modern distinction between "**intentional**" and "unintentional" harms, a distinction not typically made in the customary rules of simpler tribes and clans. This is well illustrated in connection with homicide, as the following excerpt from Exodus 21:12-13 reveals: "Anyone who hits a man so hard that he dies shall surely be put to death. But if it is accidental—an act of God—and not intentional, then I will appoint a place where he can run and get protection." A final aspect of the Mosaic law that is of relevance to modern Anglo-American criminal law is the emphasis it places on individual responsibility rather than clan or **kinsfolk** responsibility for criminal offenses and other social wrongs. The Mosaic Law not only **dispenses** with the concept of collective familial responsibility for the **atonement** of wrongs, it also eliminates the age-old principle of family right to seek private vengeance against those who commit offenses against the family. In this sense, the law reflected a major revolution of thought—making individuals **liable for** both criminal and civil wrongs, a concept that is central to our own system of criminal and civil justice.

### **Draco's Code.**

The people of Greece complained that they received no justice from the nobles and demanded to have written laws. The demand became so urgent that during the 600s B.C. Draco was directed to prepare a code of law. His laws were so merciless that they were said to have been written in blood. Every offence was punishable by death.

### **Solon's Laws.**

Party **strife** became prevalent. Because the state was threatened with anarchy, in 594 B.C. Solon was appointed to draft a new constitution. He **repealed** the harsh edicts of Draco, relieved debtors, **redeemed** many slaves, forbade parents to sell or pawn their children, ordered every father to teach his sons a trade, and required sons to support their aged father if the father had educated them. He gave every free-born native of Attica a vote in the Assembly and created a Council of Four Hundred to prepare business for the Assembly.

Property, instead of birth, now gave rank. The people were divided into four classes according to their income. Only the three richest classes could hold office, but they had to pay the taxes and to equip themselves as soldiers. This court repealed laws hurtful to the state, looked after public morals, and **rebuked** any person who was not properly bringing up his children or who otherwise lived in a manner unworthy of an Athenian.

### **Roman Law**

Law, Rome's most lasting contribution to Western civilization, underwent many changes between 450 B.C., when the Laws of the Twelve Tables were written down, and the reign of Justinian (ruled A.D. 527-565), the Byzantine emperor under whose rule Roman law received its final form. The Laws of the Twelve Tables were relatively simple, but as Roman power expanded throughout Italy and the Mediterranean world, it became necessary to develop a legal system that covered not only Roman citizens, but all peoples under Roman rule. Roman magistrates administered two basic types of law: the *jus civile*, or civil law, which applied only to Roman citizens; and the *jus gentium*, or law of nations, which applied to non-citizens. In addition, there was a distinction within the *jus gentium* between *hostes*, aliens hostile to Rome, and *peregrini*, aliens friendly to Rome.

**Principles of Roman law.** Roman law forms the basis for the civil law of many western European and Latin American nations, and three chief principles of Roman law influenced these later legal systems. The Romans believed in the concept of single sovereignty, the notion that all law derives from a single central source. A second principle of Roman law that of universality, developed from the belief that all men share a common human nature. Certain laws, therefore, are just, not because they are prescribed by the state but because they reflect the nature of man and his society. A third characteristic of Roman law is the concept of equity,

the principle that laws should be sufficiently flexible to fit a large number of particular cases.

These principles are enshrined in the Justinian Code, which **epitomized** and clarified a millennium of Roman legal developments and is Rome's greatest heritage in the realm of law. Perhaps the most important legacy of Roman law, however, occurred during the time of Justinian (528-534 A.D.). Justinian saw a need to produce a complete chronicle of the history of the changes and development of Roman law and to provide a comprehensive formal codification (the process of collecting and arranging the laws into one complete system, often by subject) of the law. Thus, in 528 he commissioned Byzantine scholars to produce such a codification. The result was the famous *Corpus Juris Civilis*, which codified Roman law from all sources (encompassing the later period of the Republic and Justinian's own edicts and decrees). The code is comprehensive and deals with all matters—administrative, civil, and criminal. In descriptions of the *Corpus*, it has been noted: the continuing usefulness of the *Corpus* as a source of law lies not only in its rich store of ideas, but also in its bringing together different views and arguments, showing law as something dynamic, not mere rules.

The general movement to codification of the law in all its various branches can be traced to the influence of the Justinian *Corpus*, and indeed systematic attempts to **restate** existing law and customary practice in formalized codes began to occur in Germany, France, and the Netherlands in the sixteenth century. The Romans gave us the concept of citizenship, which Julius Caesar, during his brief reign (49—44 B.C.), extended to many of the free communities outside of Italy. The Romans also introduced the Western world to the first full-time, highly trained legal professionals (called jurists) who **pleaded cases** before the trial courts.

### *King John and the Magna Carta*

Early in the morning on the fifteenth of June, 1215, a group of English noblemen and clergy met John on the meadow of Runnymede, near London, and forced him to sign one of the most important documents in the history of the world—the Magna Carta (Great Charter). In the Magna Carta, the ancient rights and privileges of the people were clearly defined. To the people of 1215, the Magna Carta was mainly an agreement between the king and the nobles in the tradition of royal charters begun by King Henry I. The document **restated** the old laws and

customs of feudalism and limited the power of the king as a feudal lord over the nobles as his feudal vassals.

People soon recognized, however, that the **implications** of the Magna Carta went far beyond feudalism. John, after all, was more than just a feudal lord. He was the king of England. The Magna Carta, therefore, made it clear that not even the king is above the law. If the king violated the law, he could rightfully be forced to obey.

After the Magna Carta, the rights of Englishmen steadily developed as part of what the English people have in common. In the reign of Henry II, the great English common law had begun to grow. Now the Magna Carta proclaimed that the people were to be under law and that England would have the rule of law. The Magna Carta would become an important part of the English constitution. England would lead the world in constitutional government, which, through effective rules, attempts to restrain citizens and rulers alike from destroying their country's freedom.

English political freedom grew slowly from seeds planted by the Magna Carta. Because the growth was slow, the tree of liberty took deep root in England. Freedom had a long history and tradition. Englishmen did not suddenly awaken one morning and demand that they be given freedom and that their government be changed in a day. England's growth of freedom was not steady, however. King John appealed to the pope, who was **outraged** that the Englishmen would dare to question the papal right to England. England's love of liberty and **dread** of property had begun.

### **Law in the Southern areas of the Black Sea**

Ruling classes set the main laws. They protected state power, life and property. In the VIII-VI B.C. the laws were mostly based on that of Athenian democracy which protected private ownership, land and slaves could belong either to individuals or state. As for the criminal law such crimes as **high treason, disclosure of the state secrets**, conspiracy were punished by the capital sentence, fine or expropriation.

### **Law on the territory of Kyiv Rus**

Judicial bodies as the state structures didn't exist. It wasn't separated from the administration and protected first of all the interests of the high groups of people. The courts were divided into **secular** and church. With the growth of feudalism in Kyiv Rus **patrimonial** courts came into existence. Those were the courts of the landowners over villains. Crimes were divided into the following categories:

- against the power of prince (revolt, collusion with the enemy)
- against church (sorcery, apostasy, grave robbery)
- against honor (insult, beating)
- against property (robbery, arson, damage of property, misappropriation of horses, armory, clothes)
- against family (bigamy, incest, unfaithfulness)
- against morality (rape, sexual perversion)

### Summary and Conclusion

Historical evidence suggests that more simple societies, such as hunting and gathering and certain horticultural societies, have relied on custom and tradition (informal social controls) to maintain order. **Formal** social controls make their appearance when the society has grown sufficiently complex and the population sufficiently diverse in composition that informal controls cease to be effective in producing overall **conformity** to the "rules of the game." Included in this historical process is the development of formal, codified law and a legal system made up of law specialists and law enforcers. These phenomena are not universal elements of human societies but have evolved with increasing societal complexity.

1. Read the text and define its main idea
2. Explain the meaning of the emphasized words and phrases within the text
3. Give Ukrainian equivalents for the following words and phrases used in the text

|                 |             |                   |
|-----------------|-------------|-------------------|
| substantive     | battery     | realm             |
| assault         | perjury     | Corpus            |
| codification    | usury       | encompass         |
| law enforcement | torts       | restate           |
| circa           | intentional | plead case        |
| horticultural   | kinsfolk    | implication       |
| administer      | dispense    | dread of property |
| antedate        | atonement   | collusion         |
| pertain         | liable for  | sorcery           |
| inflict         | strife      | apostasy          |
| perceive        | repeal      | arson             |
| felony          | redeem      | misappropriation  |
| misdemeanor     | rebuke      | bigamy            |

**litigation**  
**relevance**

**flexible**  
**enshrine**

**epitomize**  
**explicit**

## § 6 Participants of the conference

**guest:** distinguished, of honor / honorable / reverent

**delegate:** absentee, official,

**delegate without/with a right to vote**

**list of delegates:** provisional, to name the delegates, delegation, head of the delegation, the number of the delegates, speaker;

**reporter:** principal (general), plenary invited, list of speakers, to submit a list of speakers

**observer:** in the capacity of an observer

**representative:**

official

**representation:** change in representation, to represent, to be authorized to represent smb.

**attendance** to attend, attendant, an attendee, accompanying person, to participate; to take part:

in a sitting in the capacity of ... to refuse/to agree to take part in a sitting

**participation:** absentee, partial, full, wide, procedure of the participation, applicant,

**participant; member:** registered, full, invited; invitee (n)

**member:** the number of members, member of a commission, panelist, panel member, to increase (to augment, to enlarge) the number of members, membership.

### *Translate sentences using your active vocabulary*

1. The Chairman presented the main speakers and invited observers. .
2. Dr. B. was not able to attend for health reasons.
3. All sister societies are invited to name delegates for the discussion.
4. From twelve International Scientific Unions adhering to COSPAR seven had their representatives at the final plenary session.
5. Prof. M. is an invitee and will be presenting a paper.
6. We are pleased (happy) to welcome the Congress participants in the Ukraine.
7. The attendees of the plenary session joined Prof. N. in expressing feelings of gratitude and appreciation to the hosts.
8. The Conference participants were addressed by the Secretary General of the United Nations.
9. It was decided that the membership of the new working group should include the former ad hoc group members plus a number of additional scientists.
10. This year's meeting was held at the University of La Plata on November 28 - December 3, and was attended by 325 representatives of over 70 countries.
11. For those who wish to attend the Conference for one day only, there is a special charge, which provides, on the chosen day, facilities equivalent to a full registration.

12. Membership will be in three categories: full members, student members, and associate members.
13. Non-members, who are research students and are under 28 years of age, may register for the conference at a charge of ... This fee includes the conference publication.
14. The speakers should be brief, factual and avoid personal opinion.
15. The number of delegates allowed will depend upon circumstances.
16. Those wishing to attend on two or more days are requested to pay the appropriate full-time registration fee.
17. The mini-symposium has been received enthusiastically by attendees.
18. Attendees may register during the following hour: ...
19. Except at a committee meeting, the speaker should stand.

## **Text № 22 The Internet and Diplomacy**

*A century and a half ago, steamships replaced sailing vessels as a means of diplomatic communication. Then followed the use of the telegraph, telephone, and airplanes for transmitting messages. Eventually wireless communications and computers entered the field, most recently in the form of electronic mail and the Internet. What might be next? **The mind boggles.***

A resident of New York books his hotel in London for Christmas through the Internet and receives a confirmation letter via e-mail. At the same time, he books a table at his favorite restaurant in London through the Internet. An investor in Athens follows the development in Wall Street through the Internet and decides how to invest his money. A professor of international relations in London has access to all major international thought tanks through the same medium, and he reads the latest articles related to world politics. A doctor in Paris checks daily through the Internet the latest developments in medicine related to heart diseases. A university student researches in the Internet to find information about the European Parliament in order to prepare his class paper. A car dealer in Rome orders the cars he wants from Germany through the Internet.

The above examples show that the Internet is becoming an indispensable working tool for the majority of professions. Diplomacy is no exception to this rule, especially when an aspect of diplomacy's

function is **revised** each time we have a major technological development. Think of the impact of radios, televisions, faxes and planes. The same is true with the Internet. If the British Foreign Office needs a resolution that has been passed by the UN Security Council, it does not have to ask the Permanent Mission of the United Kingdom to the United Nations to find the resolution and send it to London. The resolution can be found on the UN's web pages.

Diplomacy is a way to set and achieve foreign policy goals. In this respect, the basic tasks of diplomats have been to provide information and to negotiate. The informational aspect is necessary in order for foreign policy aims to be realistic. The **negotiation** aspect is necessary to fulfill those foreign policy goals. In both of these key elements of diplomacy, information technology, and more specifically the Internet, can be of great use.

It is recognized that diplomacy is among the fields, which have been greatly influenced by the evolution of the Internet. Traditional methods of diplomacy are changing, almost on a daily basis, and today's diplomat who is not familiar with the world of the Internet, finds himself at a **disadvantage**. In what respects specifically, however, is diplomacy influenced by the evolution of the Internet? Is there a limit to this process? Perhaps most interesting of all, is it possible in the near future to have **virtual** embassies and virtual representation?

A major aspect of diplomatic work is the need to be informed, at any time, not only about developments in your own country but also about international developments. Information is considered to be power, and information gathering, as is stated in the 1961 Vienna Convention on Diplomatic Relations, is one of the major diplomatic functions. The Internet provides this function to diplomats quickly and at almost zero cost. Quick and easy access to local and international newspapers, news agencies, international institutions, policy centers, think tanks, associations, primary resources as documents, laws and regulations, archives, etc., through the Internet, provide diplomats with a unique opportunity to be up to date at any time. All this available information provides the diplomat with **sufficient** resources for better and more in depth analysis in a shorter time; he can be in a position to discuss any issue that may be raised. Therefore, the Internet can be characterized as a major information tool for diplomats.

Through the use of the Internet a diplomat can also **accomplish** a significant amount of diplomatic work, such as consular and

administrative matters. Most consular information is today available on the web pages of the various embassies. The major work of consulates, the granting of visas, is becoming much quicker because the interested party can **download** the visa application form, find out about the necessary requirements, and visit the consulate just for the interview.

- **Organize a round table where people of different professions will talk about the advantages of the Internet in their life. Give as many examples as possible.**
- **Explain the meaning of the underlined words and expressions**
- **Make up problematic questions.**

### Your diplomatic vocabulary

**Diplomacy** – comes from the Greek word *diploma*. It is one of the means to achieve the goals in the international policy of the country. This activity helps protect interests of the country and citizens who are abroad.

Explain the following quotation: "A diplomat is a person who can tell you to go to hell in such a way that you actually look forward for the trip"

**Caskie Stinnet**

### **GRAMMAR TEST № 5 Read the following passage and put the verbs in the correct form, present perfect or past simple.**

#### **THEN AND NOW**

Twenty years ago few people..... (**realize**) that computers were about to become part of our daily lives. This short period of time.....(**see**) enormous changes in business, education and public administration. Jobs which.....(**take**) weeks to complete in the past, are now carried out in minutes. Clerks who..... (**spend**) all day copying and checking calculations are now freed from this tedious tasks. In offices, the soft hum and clicking of word processors.....(**replace**) the clatter of typewriters.

Schoolchildren. .... (**became**) as familiar with hardware and software as their parents..... (**be**) with pencils and exercise books. Computerization of public records..... (**enable**) government departments to analyze the needs of citizens in detail. Some of us may wonder, however, whether life ..... (**really / improve**) as a result of these changes.

Many jobs.....(**disappear**), for example, when intelligent machines.....(**take**) over the work.

Employers complain that clerical staff.....(**become**) dependent on calculators and cannot do simple arithmetic. There are fears that governments. .... (**not / do**) enough to ensure that personal information held on computers is really kept secret. Certainly, many people may now be wondering whether the spread of computers.....(**bring**) us as many problems as they. ....(**solve**).

**Read the following article from the *USA Today* and prepare it for the discussion in your group. Use commentaries below**

## **Text № 23 Diplomatic Failures Breed Economic Problems**

Back in September, Paul Krugman wrote about President Bush's new jobs plan: ask foreign governments for help. Having failed to create jobs with his strategy of enormous **tax giveaways** to the wealthy, Bush decided to ask China to increase the value of the its currency in order to give American manufacturers a **boost** that would **presumably** create jobs.

But given the slim chance of success, this seemed to be little more than a political **ploy** designed to (a) make it look like Bush was doing *something* to create jobs and (b) shift the blame for America's job losses to somewhere other than 1600 Pennsylvania Ave.

And as USA Today reports today, China and Japan both rejected Bush's request to increase the value of their currencies. It was quite a risk for Bush to make successful diplomacy a **prerequisite** of his economic policies, given the rate at which he **squandered** the world's goodwill after the September 11 attacks. But now that he's failed with **tax cuts** for the rich and **pleading** with other countries to help, maybe he'll **hand over** the economic **reins** to people who can do the job?

Wasn't there a group that recently created the longest economic expansion in America's history? Oh, right: Democrats.

### **Comments**

*Diplomatic Failures! Economic Problems! ... and Senate Democrats just gave Bush billions more to spend in Iraq with no diplomatic or fiscal strings attached. Sorry, that so-called "loan" fig leaf doesn't mask the truth: another payment on the blank check from the coalition of the spineless.*

*The coalition of the **spineless** to which I refer consists of Senate Democrats. Bush numbers are plummeting, but this crowd is still afraid to confront him. If Democrats don't **stand up** to Bush, Americans will not have a reason to vote for the Democratic candidate.*

*The Bush fiscal and policy initiatives have been brought about by a **relentless** court press. Democrats have got to stop acting as if they are going to get anything through **give and take** with this bunch of Republicans. It simply aint gonna happen. The Reps have declared war on most traditional American values. The Democratic response must be **crafted** in this context. There is no healthy compromise possible here.*

*I think giving Bush & Co. billions of unexamined dollars for Iraq is shameful.*

## **Text № 24 Children's Perspective View**

**Read the following statements pronounced by the children from different countries on the choice of their future job. Share your own opinion on this problem. Some of the sentences are printed in the style the children pronounced them. Try to correct them in a right way.**

Hannah from Australia : I would like to be a diplomat, or work overseas when I grow up, because I love travelling.

Manucher from Tadjikistan : Well, first of all I want to say that choosing a career from a childhood is important, because you know your career and you can preview and study from your childhood. As for me I chose the Ambassador. My dream is to be an ambassador and of course I am preparing for my future.

Sona from Armenia : I have lots of important aims to do in my future. One of them and the principle is to be an ambassador. I like the European countries so I want to work in one of these countries embassies because I want to represent the Armenian nation to the whole world.

Janibek from Uzbekistan : I want to be diplomat man. This work is difficult, but interesting. I help to the people and security them. I shall try save peace in the world.

Won from Korea (South) : I want to be a foreign service officer.

Gili from Israel : When I'll grow up I want to be or a diplomat or to be in the U.N. If I'll be in the U.N I'll put issues like peace and the environment quality in the agenda. I'll be a peace leader and I'll do my best to talk with every king/prime minister/president about peace. I can send letters to the Arab kids, I can send letters to the prime minister Arik Sharon, I can send letters to Araphat, I can send letters to Bush, I can send letter to the U.N, I can volunteer, I can talk with other kids about violence, peace and the world quality, I can join to web sites like KidLink.

Nurjamal from Uzbekistan : I want to become a diplomat.Because it is interesting work.

Elina from Azerbaidjan : Then I want to be ambassador of my country. I want the world would be democratic, friendly. I will make many friends, then if I will be ambassador I will show people of other countries the use and the benefit of democracy.

Dasha from Ukraine : I want to be diplomat. I want to help people.

Venera from Uzbekistan : I want to become a diplomat.Because I am interested in languages very much, especially English language. In the future I would like to go to America and start my career there. I will try to improve the relations between countries and find a peaceful way to solve all the problems.

Hong from Korea (South) : I want to be a diplomat or a volunteer worker.

RAMIL from Uzbekistan : I want to be a diplomat when I grow up. I will conduct negotiations about cessation war, development comerce, exchange tourism.

PERI from Azerbaidjan : I want to be a diplomat when I grow up. I am interested in History, Litretary and in foreign languages. I want to represent my country among the other countries. I want to see the world under the peace. I want that people all over the world live peaceful and happy.

Antonov from Ukraine : When I grow up I want to be a diplomat or a scientist who knows foreign languages . All world has a bad times now. It is war.But when I grow up I want to change the world. I want to take relations with people from other countries.And we will won.

Lea from United States : I want to be a photographer or a foreign diplomat. I would also like to be a scientist. I would just hope that

everyone could spend sometime and get to know each other. If we did that we wouldn't be so quick to be mean to each other.

Ann from Georgia : I want to be a diplomat. I think, if I'm a diplomat I'll keep establish diplomatic relations. And with it I'll help the World to be a little better.

Tebriz from Azerbaidjan: I wish to be a diplomat in future. It's very honory and responsible profession because each diplomat represents his country.

Mia from United States : I do not want to be a diplomat or in the government. I'm too impolite and I'd just insult a foreign government official or something.

### **Conversational formulas for getting people to do something:**

- requesting,
- agreeing and refusing to do something,
- hesitating.

#### ***Requesting techniques***

When you want someone to do something for you, there are quite a few expressions you can use. The right expression to use depends on: how difficult, unpleasant, or urgent the request is and on how well you know the person you are talking to.

Here are some useful ways of requesting:

- Hey, I need some change.
- Look, I'm out of change.
- Listen, you don't have a Kleenex, do you?
- Would you give me a pen, please?
- Could I borrow your dictionary?
- You couldn't lend me a dollar, could you?
- Do you think you could [lend me your typewriter?
- Would you mind lending me your bicycle?
- If you could lend me your car for one hour, I'd be very grateful.
- I wonder if you could possibly lend me your car for one hour?
- I hope you don't mind my asking, but I wonder if it might be at all possible for you to lend me your car for one hour?

- **Discuss with your teacher situations in which these formulas are appropriate.**

#### ***Agreeing and Refusing to Do Something Techniques***

You may then agree to do what you are being asked by saying:

-OK.

- Sure.

-I'd be glad to.

- Yes, of course.

- All right.

- Here you are (as you hand something to someone who has asked for it).

In some situations, you may want to refuse to do it. Be careful to be polite when you refuse requests, it is advisable that you should give an excuse in order not to hurt the other person's feeling, such as:

- I'm sorry, but...

- I'd like to, but...

- I'm afraid I can't because...

- I'd really like to help you, but...

### ***Hesitating Techniques***

When we agree or refuse we often hesitate. In fact, hesitation is a natural part of using a language. Remember that silence is not a good way to fill in the pause due to hesitating. Silence may be embarrassing and confusing.

Here are some useful conversational formulas that you can use to fill the silence and to buy time while you decide what to do and what to say:

— Hmm... what can/shall I say ...

— Hmm... It's like this, you see ...

— Hmm... How can/shall I put it ...

— Well... let's see, now ...

— In fact...

— You see ...

— You know ...

— The thing is ...

- **Discuss with your teacher situations in which these formulas are appropriate.**

**St. A** Ask your friend if you may borrow his car and explain why the request is very urgent.

**St. B** You are not sure that your friend is a good driver, so at first you respond by hesitating, but finally agree.

**St. A** You have to pay for the fridge you are buying today. But it so happens that you do not have the sum you need on you, as you have just paid for something else. Ask your friend to help you out.

**St. B** Find out as many details as possible about your friend's new purchases. You are willing to help, though you do not have the required money, so you make up your mind to turn to your mother for help.

**You are going by car to an official meeting when all of a sudden you have a collision with another car.**

**St. A** The accident was your fault. Provide the other driver with all the information he may want. Tell him that you are on your way to an official meeting and that you cannot be late, promise that you will compensate for the damage.

**St. B** You can see a D plate on the other person's car, so you are sure that everything will be O.K.

**St. A** The accident was not your fault. You expect the other driver to pay for the damage. But you are in a hurry and you would like your lawyer to take care of everything.

**St. B** You know you are to blame for the accident, but at first you try to get away with it. On second thought you think better of it and act in a cooperative way.

**St. A** You come to the apartment you have been renting and discover that there has been a break-in. Call the police. Explain what has been stolen. Then ask your neighbor to lend you a couple of things you need at the moment and explain why you have to turn to him for help.

**St. B** You are shocked that someone has broken into your neighbor's apartment. Try to learn as many details as possible, interrupting your neighbor's story.

**St. A** You are going on a business trip for a week, while your family is spending their holiday at a seaside resort.

Ask your neighbor to take care of your pet, a cat, as you know that she is fond of animals and also has got a pet, but hers is a dog.

**St. B** You would like to help out your neighbor, but you are afraid that the cat and the dog will not make friends.

- **Recommend him to take the cat to the Pet-Care-Center and leave it there for the week.**

## **7. REGISTRATION OF THE PARTICIPANTS OF THE CONFERENCE**

**questionnaire; form**

**questionnaire entries:**

citizenship

date of birth

position held

title

first/Christian name, surname

to write (to complete, to fill in a form) (in typescript/block letters)

**fee (registration fee):**

enrollment membership

registration membership paid

receipt

to pay a registration fee

to exempt from paying a registration fee

to mail a fee

to establish a registration fee

**to register**

to be duly inscribed (registered)

**items to be handed at the registration:**

badge; pin

folder

file

name-plate

brief-case; bag

handbook

**registration officer**

**registration card:**

detachable

**registration:**

advance

registration desk location and hours of regulations for

to cancel

to end

to start (to begin)

registration takes place in

**certificate:**

of registration

**participant; member**

registration number of a participant

**registrant:**

prospective pre-registrant

handicapped

registration

***Translate sentences using your active vocabulary***

1. The registration fee will be \$35 for full participants.
2. Registration fee can be paid at the place of registration.
3. Registration of the participants starts on June 5, ... in the main building of Moscow University.
4. To be registered one should produce the registration fee paid receipt at the registration desk.
5. Different categories of the registration fee have been established for different categories of participants.
6. Registration will take place at
7. All Congress members must register at the Congress office.
8. Invited guests are exempt from registration fees.

9. Each participant will be asked to show his current membership card on registration.
10. Payment of registration fee and additional special fee should preferably be made by travellers cheque enclosed with the registration form.
11. Foreign participants arriving at the congress without preliminary registration should apply to the. "Late registration department" to fill in registration forms, pay the fee and receive documents and badges.
12. In the event of cancellation of a registration, 50% of the registration fee will be refunded.
13. An admission badge will be provided for each participant which will authorize access to sessions and must be worn throughout the conference period.
14. Whenever possible, we will make arrangements for handicapped registrants if we receive advance notice.
15. Everyone attending the conference is required to register and pay the appropriate fee.
16. The congress badge serves as admission to the events of the congress.
  
17. Participants will receive a congress folder containing all printed material, congress badge, pre-booked tickets and information about current events.
18. A copy of the booklet "Handbook for speakers" is enclosed, to which authors are asked to refer when preparing their visual aids.
19. Each full registrant will receive a handbook detailing the final content of the sessions.
20. Organizing Committee is to ensure full communication between Secretariat and prospective registrants through well-timed and informative announcements and personalized correspondence.
21. Conference registration and all technical sessions will be held at the hotel.
22. In the event of cancellation of a registration after July 1, refunds will not be made but the conference publication will be sent to the registrant.

## **Text № 25 \$100,000 – the Price of a Bush Ambassadorship**

President *George W. Bush* nominated two key political *fundraisers* from California last week to serve as his top diplomats in the UK and Italy. The nominations of **Robert Tuttle** and **Ronald Spogli** prompted little public comment.

Indeed, generous US political donors have enjoyed *a long tradition of landing ambassadorships*. At the Court of St James's in London, Mr

Tuttle replaces William Farish, a **horse-breeder** who spent as much time on the racetrack as the diplomatic circuit. In 1969, Richard Nixon sent the rich publisher Walter Annenberg to St James's; in 1938, Franklin D. Roosevelt sent the wealthy New Englander Joe Kennedy.

According to Public Citizen, the US consumer rights group, Mr Bush as of August 2004 had 30 ambassadorships for "pioneers" *who had raised more than \$100,000 for his 2000 or 2004 political campaigns*. The number of such appointments has risen since the election. These rewards **flout** the Foreign Service Act of 1980, which says: "Contributions to political campaigns should not be a factor in the appointment of an individual as a chief of mission."

Mr Bush is not the only president to have ignored that law. *He ranks evenly with Bill Clinton*, who **doled** out 30 per cent of his ambassadorships to political **appointees**. Jimmy Carter ranked best, at 24 per cent. Richard Nixon's 30 per cent ranked lower than John F. Kennedy's 33 per cent.

The big mistake, however, is in making *the link between cash and consulates too explicit*. In June 1971, in a memorable exchange with H.R. Haldeman, his chief of staff, Mr Nixon said of Raymond Guest, a big political donor: "I'm sure that he's talking about quarter of a million. Now he can be ambassador to Brussels. My point is that anybody that wants to be ambassador, wants to pay at least \$250,000."

In a 2001 letter released in February, Duane Acklie, a Bush pioneer, *sent a name-dropping letter* of complaint to Mike Johanns, then-governor of Nebraska and now US agriculture secretary. "Jack Oliver [a Bush fundraiser] told me several weeks ago that I would not receive one of the eight major ambassadorships. Since that time all of the people I know have already received appointments. Our friend Sue Cobb has been appointed ambassador to Jamaica. I don't understand why I haven't received one of the appointments."

*Prized posts reserved for donors include London and Paris* - the two most prestigious - as well as sun-spots, such as the Bahamas. "Some are sold and some are earned," says Paul Light, professor of public service at New York University.

Yet there are limits. "It would insult the Japanese to appoint a donor, as the trade relationship is so important," Prof Light says. "*Russia is also off-limits to high-rolling donors*."

Donor diplomats can be effective. "What matters is your relationship to the president," says a former senior diplomat under Bill Clinton. "If you

are a big donor, and you have access, you can be effective, when a career person may not be."

There has also been little **momentum** for reform. In 1973, the Senate foreign relations committee required that all appointees **disclose** political **donations**. While there is nothing unique in Mr Bush's ambassadorial appointments, he has marked new ground in the number of donors appointed to the executive branch, says Prof Light. In his first term, he turned to friends and colleagues of his father, such as Dick Cheney, the vice-president. In his second term, Mr Bush has been rewarding his own close friends, some from Harvard Business school, others from Texas. As of August 2004, Public Citizen estimated that pioneers or "rangers", who raised more than \$200,000, had secured five cabinet positions, another 20 executive roles, and at least 85 other positions, such as a seat on the president's Export Council.

- **Discuss the problem of the ethical norms while nominating ambassadors and consuls mentioned in the text.**
- **Think of the main characteristic features of the future ambassadors to the foreign countries.**
- **Paraphrase sentences given in italics.**
- **Define the emphasised words and expressions.**

*Diplomatic pouch – one of the most important and widespread kind of communication of the diplomatic or consular representatives with the centre or other representatives of their own state located abroad. The mail should be accordingly packed and registered. It can be delivered by the captains of the airplanes or ships or through the communication service. The D.P. is inviolable and isn't tollable and taxable.*

### Your diplomatic vocabulary

Make up a dialog about the dispatch of the diplomatic pouch between the consular assistant and the captain of a ship (airplane). Discuss the problems of urgency and security.

## Can You Speak Over the Telephone?

### 1. A Visit of Diplomats

*The Protocol Department arranged a visit of diplomats accredited in Kiev to the Cardiologic Center of the Ministry of Health. Here is a talk between a Ukrainian official and an Australian diplomat concerning the details of the visit.*

**Mr. Ward:** Good morning. This is Ward of the Australian Embassy speaking.

**Mr. Kornienko:** Good morning, Mr. Ward. Kornienko speaking. Can I be of any help to you?

**Mr. Ward:** I am calling to confirm our visit to the Moscow Cardiologic Center. Any changes in the schedule of the visit, Mr. Kornienko?

**Mr. Kornienko:** No changes so far. The visit is arranged for the heads of staff and other members of foreign missions and embassies in Kiev.

**Mr. Ward:** The date and time remain as mentioned in the memo?

**Mr. Kornienko:** Yes, next Tuesday, 11 a.m.

**Mr. Ward:** Thank you. Are we supposed to go to the Cardiologic Center on our own?

**Mr. Kornienko:** No, Mr. Ward, we invite you to come to the Foreign Ministry first, and then we'll proceed to the Center by buses.

**Mr. Ward:** That's a good idea. Any chance of seeing you, Mr. Kornienko, at the Ministry?

**Mr. Kornienko:** Of course, I'll be accompanying you to the Cardiologic Center.

**Mr. Ward:** Fine. See you next Tuesday, then. Good-bye.

**Mr. Kornienko:** Good-bye, Mr. Ward.

### EXERCISES

I. Summarize the dialogue in a talk of 2-minutes duration.

II. Make arrangements through the Protocol department over the phone about a visit of Ukrainian diplomats to the English parliament or the US Congress.

### 2. At the Cardiologic Center

**The General-Director of the Center:** Good morning, ladies and gentlemen. You are welcome to our institution.

**A voice:** As guests or as patients?

**The Director:** As guests, of course. First Secretary of the US Embassy: Will you kindly tell us a few words about your celebrated establishment, sir?

**The Director:** The Center was constructed in 1975 with money raised by people through voluntary work. **Second Secretary of the Mexican Embassy:** Without any subsidies from the Government?

**The Director:** No subsidies from the Government. The Center comprises three institutes of Clinical Cardiology, the Experimental Cardiology and the Institute of Heart Disease Prevention.

**The Indian Ambassador:** We presume that the medical personnel is staffed with experienced scientists?

**The Director:** Not only. A quarter of the Center's scientific staff of 500 are young researchers.

**The First Secretary of the Ecuadorian Embassy:** All equipment and medicines you are using here is of the domestic manufacture?

**The Director:** Not necessarily. We have scientific exchange agreements with a number of foreign countries and they supply us with some of their advanced equipment.

**Counselor of the Chinese Embassy:** Cardiovascular diseases are known to affect people of all ages, especially the elderly. Do you work out recommendations for the people of this group?

**The Director:** Yes, we study the causes and focus the attention on heart disease prevention.

**Ambassador of Nigeria:** From what we see here it's obvious that your Government considers people's health a matter of state importance. Do you share your rich experience in this field with the less developed countries? **The Director:** Yes, we do. Apart from the theoretical aspect of research and the results of the experiments which are open to any state, we helped in equipment of hospitals in some countries.

**Ambassador of Ecuador:** Namely?

**The Director:** In Ethiopia, Angola, India, to mention only a few.

**Ambassador of Madagascar:** I think that the Cardiologic Center is a spectacular example of the great attention your Government is paying to public health.

**First Secretary of the US Embassy:** Somebody asked at the beginning of our visit whether you, sir, welcome us here as your guests or patients. If I ever have a heart attack will I be admitted to your Center as a patient?

**The Director:** I am sure you won't have it.

**The Ambassador of Bulgaria:** Allow me, sir, on behalf of the diplomatic corps and on my own behalf to express genuine satisfaction with the results of our visit to the Center. We wish the staff of the Center further success for the benefit of mankind. Thank you.

**The Director:** Thank you, ladies and gentlemen. The pleasure is ours. Good-bye.

**The guests:** Good-bye.

- **Dramatize the dialog adding more details about the visit to the Center.**

## Text № 26 Typically American?

### American Ways Take Hold in Europe

Few of us like to be told that we're average, and Americans are no exception. Generalizations about nationalities (Americans are **incurable** optimists, Germans are professional pessimists, and Italians are amused by both) are usually not welcomed, even when they're basically accurate.

With Americans, this reaction may even go deeper. One generalization often made about Americans is that they value their individualism quite highly. They place great emphasis on their individual differences, on having a great number of choices, and on doing things their own way. This is, perhaps, why general statements about American lifestyles are frequently **resented** by Americans. Part of being an American is not being, and not wanting to be typical.

There are other difficulties with summarizing American ways of life and attitudes. Whereas, for example, Italians or Germans form a largely **homogeneous** society, Christian, and speaking one language Americans do not. And whereas a country like Britain exhibits considerable variation in climate and landscape, the differences across the continental U.S. are extreme.

Such difficulties, which **stem from** the **enormous** variety of Americans, should be rather obvious. Less apparent at first thought is that much of what was once said to be typically American is often no longer just American. Largely since the Second World War, more and more American social and cultural habits have **taken hold** in Europe, from cornflakes and the televised news for breakfast to the evening barbecue or grill party.

In the early 1960s, for instance, it was still possible for an American to **quip** that "in the U.S., we take a shower every day and go food shopping once a week — in Europe, they do it the other way around." Today, of course, this is no longer the case. American habits have not changed that much, but European ones have, along with the increase in supermarkets and shopping centers, the number of cars, and the modernization of housing. So-called convenience and frozen foods are now as popular in Europe as they are in America. Similarly, to talk about a car culture, a **throwaway** culture, or the generation gap as exclusively American concerns makes little sense today. Such concerns are now as familiar to most Europeans as are, well, traffic jams and beer cans, pollution control or "walkman" radios.

For their part, Americans are now buying smaller cars and walking more. More and more of them are cooking "from scratch" instead of using prepared foods. And, certainly, Italian fashions and French wines (as well as French fashions and Italian wines), German cars, and Dutch cheese are selling well in the U.S. Yet overall, trends in lifestyles have moved and still move across the Atlantic from west to east. Another generalization, this one European, says it well: "What they're doing in California today we'll probably be trying in Europe tomorrow."

## Typically American

Many of the most stable features of American life — those mentioned again and again by generations of foreign visitors — can be traced to the **frontier** experience, to the settlement of a vast, raw land by succeeding **waves** of people moving westward. Three American "national characteristics" which are most frequently mentioned do indeed recall the frontier experience. These are friendliness to strangers, a strong sense of community and **neighborliness**, and a general informality.

A report consistently brought back by visitors to the U.S. is how friendly, courteous, and helpful most Americans were to them. To be fair, this observation is also frequently made of Canada and Canadians, and should best be considered North American. There are, of course, exceptions. **Small-minded** officials, rude waiters, and ill-mannered taxicab drivers are hardly unknown in the U.S. Yet it is an **observation** made so frequently that it deserved comment.

The old tradition of hospitality to strangers is very strong in the U.S., especially in the smaller cities and towns away from the busy tourist trails. "I was just traveling through, got talking with this American, and pretty soon he's invited me home for dinner — amazing." Such observations reported by visitors to the U.S. are not **uncommon**, but are not always understood properly. The **casual** friendliness of many Americans should be interpreted neither as superficial nor as artificial, but as the result of a historically developed cultural tradition.

## Understanding Cultural Patterns

Speaking a language does not necessarily mean that someone understands social and cultural patterns. Visitors who fail to "translate" cultural meanings properly often draw wrong conclusions. For example, when an American uses the word "friend," the cultural **connotations** of the word may be quite different from those it has in the visitor's language and culture. It takes more than a brief encounter on a bus to distinguish between courteous **convention** and individual interest. Yet, being friendly is a **virtue** that many Americans value highly and expect from both neighbors and strangers.

Similarly, Americans are also taught to be polite when, as travelers or guests, they are asked that standard question: "How do you like it here?" As children, many were taught that in such situations, "if you can't find something nice to say, then don't say anything at all." Other cultures have other norms of politeness ("we try to be honest"). Yet when these other norms are applied in America, Americans naturally interpret them

through their own ("how rude!"). They are taken as a sign of bad manners. Neighborliness — **getting along** with your neighbors and helping one another in many small ways — has also been traced to the long period of settlement.

Today, most American neighborhoods still function through a casual yet complex network in which tools, help, and advice are offered, asked for, and exchanged. Your neighbor's **lawnmower** just broke down, so he borrows yours. You use his extension ladder (and his experience) to put up the new television antenna. Such casual coming and going, borrowing and lending, offering and receiving help among neighbors is typical of most Americans living in small and medium-sized cities and the suburbs. As would be expected, in the big cities, there is more **anonymity** and privacy, or, seen differently, more isolation and **alienation**.

There are, then, two sides to this tradition of neighborliness. There is a delicate balance between two views. One is to be friendly to your neighbor. The other is to keep your nose out of his or her business. The line drawn is fine, but like the one that separates one's family's grass from the next, it's there, even when you can't see it. American **informality** recalls not only the frontier experience, but also the heritage of immigration.

### **Impact of Immigration and Frontier Experience**

Immigration and the frontier experience broke down many traditional class barriers which elsewhere remained socially effective much longer. As a result, Americans have always felt less **constrained** and more informal in their social and professional lives. In other words, they have had over two centuries to forget that "you should only speak when spoken to."

The habit of informality, the ease with which Americans speak to people they've only casually met, still surprises foreign visitors.

Among Americans of roughly the same age group and social status, for example, first names are easily and quickly exchanged. Likewise, when an American says "if you're ever near Chicago, stop by and see us," he doesn't expect the foreign visitor to take it literally and will not be pleased to see him, unannounced, appear on his doorstep. Similarly, the customary "thank you" letter sent to the host is an important and polite gesture. Needless to say, such a note should not be read as an objective or profound commentary.

### **What Americans are**

There are generally established and understood rules which parallel this informality. There are topics — income, religion, politics, for example -

that many Americans feel are best avoided in casual conversation. Like the British, Americans have a love for the **intricate practical joke**, the **pun**, and the **understated quip**. American humor has been deeply influenced by Jewish story-telling traditions, for example the self-mocking "look what happened to me" story and joke. There is also a tradition of "slapstick," the pie-in-the-face, the banana peel on the floor. These varieties of American humor can usually be spotted, if not always understood, by the foreigner.

In popular terms, this form of humor is called "kidding around," or "putting someone on." It is part of the daily life of many Americans. In general, Americans like to appear to be less than they are, to disguise their abilities and achievements, or to joke about them, and then see how others react. The rules of this game are difficult to learn, especially for people who aren't even aware that it's being played.

Americans have always been concerned with making the **chores** of everyday life less tiresome and **distasteful**. Inventors, businessmen, designers, neighborhood initiatives and interest groups, public officials and private citizens — all seem to be trying to make things better, more efficient, more readily available, more convenient. They have shown their preference for a comfortable and convenient lifestyle. In dress, too, Americans tend to favor comfort and convenience over convention and "**propriety**."

Overall, though, the generalization holds as true for the variety of America and Americans. It's a more or less middle-class life, in American terms, with everyday concerns.

#### **Points for Discussion**

- **Ask other students if they have had any personal or business contacts with Americans and whether their ideas of American national characteristics correspond to the ones given in the text.**
- **You've certainly seen many American movies about life in the United States. Do you think a movie-picture of the lifestyle there corresponds to that described in the text?**
- **Ask other students about their views of other nations and nationalities? (typical features, most striking traits of character, characteristics that seem likeable, and those asking for criticism, etc.)**

## Text № 27 On English Character

English people can be very nice and helpful and real friends. But breaking the ice takes quite a time as they are generally **reserved** and perhaps a bit **suspicious**. They consider it impolite, sometimes, to tell the truth.

Queuing is quite an odd English habit, and the people must certainly have lots of patience, for they never complain. In fact English people hardly ever complain.

The politeness of English people is one of their nicest habits, but they are not interested in friendships with foreigners.

English people are, however very **tolerant**, and you rarely see anyone turning round when a funnily-dressed person walks through the streets. They, themselves, don't put on their best clothes on Sunday, but are relaxed and pleasantly untidy.

English husbands are really **hardworking**. They help their wives a lot in the home, and on the weekends they really devote themselves to their wives and children. English people are very careful and **considerate** drivers. They never hoot without reason. They also stop to let you across the road, and not just for attractive young girls either.

London policemen are **informal** and always willing to help. They're friendly, **humane**, and understanding.

The English are very fond of sport, but are not particularly interested in political problems. They have a strong **feeling for justice**.

The upper classes are very **snobbish**, and they make a big difference between themselves and the working class.

Even though the older generation seems to live in another world - they tend to be snobbish and conservative — they accept in a pleasantly co-operative way the younger generation. Young people here are very **independent**, and family ties are not all that close.

English people are **distant**, reserved, terribly conservative, and hopeless at foreign languages. They expect everybody to speak English. However, once you know them, they're **sincere** in their friendship.

### Points for Discussion

- What, in your opinion, are the typical national characteristics of your people? Ask other students to add to your portrait of your nation, to support or counter your view of the nation.
- Make a list of comparative characteristics:

**the American**  
individualistic  
friendly  
informal

**the English**  
polite  
reserved  
.....

**the Russian /Ukrainian**  
.....  
.....

- **Explain what past experience have made you make these generalizations: people you've met, stories you've heard, books you've read, films you've seen, etc.**
- **Interpretation dialogue. Working in pairs, read the following conversations:**

Two young diplomats, Ukrainian and American, both members of their respective delegations to the General Assembly of the United Nations, meet in the lobby of the U.N. Secretariat in New York. Among other questions, they talk about the foreign services of their countries and prominent Ukrainian and American diplomats.

Mr. Briggs: So you've crossed the Atlantic to come to New York again, Mr. Kuzenko.

Mr. Kuzenko: Yes, I have. Among other things separating us is the Atlantic Ocean. You're lucky, Briggs. It takes you only two hours to get to New York, whereas I have to fly here for more than fifteen hours.

Mr. Briggs: You can afford it once a year. I wish I could travel to Kiev at my government's expense.

Mr. Kuzenko: Who heads the American delegation at this G.A.?

Mr. Briggs: This time it is a lady, an old friend of the President.

Mr. Kuzenko: Democrat or Republican?

*Diplomatic Ranks – official ranks of diplomatic service workers. D.R. exist in most states of the world. Their names, gradation and order of appellation are defined by the internal laws of the states. Quite often diplomatic positions have the same names as D.R. There are following ranks generally accepted in many countries: Extraordinary and Plenipotentiary Ambassador, Extraordinary and Plenipotentiary Envoy of the first class, Adviser of the first class and Attache. The corresponding system of D.R. exists now in Ukraine.*

### **Your diplomatic vocabulary**

Make a report on the diplomatic ranks and their duties in your Ambassy.

## 8. Working Bodies of the Conference

### group:

working, permanent, ad hoc

### study group

### committee; commission:

credentials

auditing

### selection committee

to sit on a commission to appoint (to establish) a

commission under Mr. S. sub-committee (sub-commission)

### committee:

interim, Ladies', executive, advisory, joint, local, scientific, organizing, special, preparatory, standing, honorary, editorial, (drafting), steering (guiding), ad hoc; finance.

co-ordination

nominations

reception

resolution

### committees

committee of experts

to appoint a committee

to set up (to organize, to create, to establish) a committee

to dissolve a committee

committee is composed of ... sub-committee

### body; committee:

auxiliary (subsidiary), superior, executive, subordinate, standing (permanent), steering (governing), advisory.

**board council:** executive

### Translate sentences using your active vocabulary

1. The plenary approved the executive council's proposal to enlarge membership of the ad hoc group.
2. A small working group had been appointed to collect the necessary information required by the committee in formulating proposals.
3. An ad hoc group of geologists and geophysicists during the present meeting proposed establishment of a working group.
4. Prof. M. suggested that a small advisory committee or panel be created.
5. Dr. N. attended the ICSU-UNESCO coordinating committee meeting in January in Paris.
6. He drew attention to the need for making some more modifications to the rules for scientific and special committees.
7. Preliminary information on financial matters is given by the finance committee.
8. The Honorary Committee was comprised of the high personalities from governmental and scientific authorities.
9. Prof. A. is a member of the organizing committee of the Fifth International Congress of Radiation Research.

10. Conference committees include: steering committee, editorial committee, paper solicitation coordinators committee.
11. The executive committee is the leading committee in any organization.
12. The composition of the committee is as follows...
13. Members of sub-committee should have a thorough knowledge of the subjects to be discussed.
14. The plenary meeting accepted proposals for a change in the structure of the committee which include the creation of seven interdisciplinary scientific commissions and the dissolution of the working groups.
15. Any constructive suggestions, if approved by the conference, should be sent to the executive committee for their consideration.
16. The assembly adopted the resolution concerning the creation of an international working group to formulate principles relating to the wise and safe development of the resources of the earth.

## **Text№ 28 INTERNATIONAL DELINQUENCIES**

By international **delinquencies** we mean the **wrongs** recognized at international law. Most of the wrongs in this connection are concerned with the **injuries** suffered by citizens abroad. This injury may be to the property in the course of a riot. That may be a personal injury. There may be **improper** arrests by local authorities. The local judicial tribunals may refuse to give justice. A state may fail to arrest and punish those nationals who are responsible for causing damages to the **aliens**. In the eye of international law, aliens resident in a country have certain rights with regard to their life, liberty and property and those must be protected.

### **PROTECTION OF CITIZENS ABROAD**

It is the duty of a state to protect its citizens at home and also when they go abroad. The state can interfere in all those cases in which there has been a **denial of justice**. This may take many forms:

- An injury may be **inflicted** on a citizen abroad in violation of international justice.
- He may be treated badly in a jail.
- His property may be confiscated arbitrarily.
- Access to the courts of justice may be denied to the alien resident.

- There may be **unwarranted delay** in procedure, which is another name for denial of justice.
- The defendant may not be given a hearing.
- His trial may be absolutely unfair.

It is pointed out that before an appeal is made to international tribunals, all the local **remedies** must be **exhausted** by the **aggrieved party**. It is only when justice has been denied to him by the courts of law of the country that an appeal should be made to an international tribunal.

(From "International Law", by V. D. Mahajan)

- **Give Ukrainian equivalents for the following word combinations.**

Wrongs recognized at international law, injury to the property in the course of a riot, appeal to international tribunal, to have certain rights with regard to one's life, access to the courts, alien resident, unwarranted delay in procedure, denial of justice, to give/violate/deny justice, to protect citizens abroad, to inflict/suffer injury, to exhaust all legal remedies, to confiscate arbitrarily.

- **Questions to the text**
  1. **What is meant by international delinquencies?**
  2. **What kind of international delinquencies do you know?**
  3. **What rights have alien residents in a foreign country?**
  4. **In what case can a state protect its citizens abroad?**
  5. **In what cases is an appeal to an international tribunal made?**

**ASSISTANCE TO U.S. CITIZENS ARRESTED ABROAD**  
***THE FOLLOWING IS A SUMMARY OF SERVICES PROVIDED TO U.S. CITIZENS ARRESTED ABROAD BY U.S. CONSULAR OFFICERS. SINCE CONDITIONS VARY FROM COUNTRY TO COUNTRY, THE PRECISE NATURE OF SERVICES MAY VARY LIKEWISE, DEPENDING ON INDIVIDUAL CIRCUMSTANCES IN A PARTICULAR CASE.***

**One** of the most essential tasks of the Department of State and of U.S. embassies and consulates abroad is to provide assistance to U.S. citizens **incarcerated** abroad. The State Department is committed to ensuring fair and humane treatment for American citizens imprisoned overseas. We stand ready to assist incarcerated citizens and their families within the limits of our authority, in accordance with international law. We can and do monitor conditions in foreign prisons and immediately **protest**

**allegations** of abuse against American prisoners. We work with prison officials to ensure treatment **consistent** with internationally recognized standards of human rights and to ensure that Americans are afforded **due** process under local laws.

While in a foreign country, a U.S. citizen is **subject** to that country's laws and regulations, which sometimes differ significantly from those in the United States and may not afford the protections available to the individual under U.S. law. As our **Consular Information Sheets** explain, penalties for breaking the law can be more severe than in the United States for similar offenses. Persons violating the law, even unknowingly, may be expelled, fined, arrested, or imprisoned. Penalties for possession, use, or trafficking in illegal drugs are strict, and convicted offenders can expect jail sentences and fines. If arrested abroad, a citizen must go through the foreign legal process for being charged or **indicted**, prosecuted, possibly **convicted** and sentenced. Within this framework, U.S. consular officers provide a wide variety of services to U.S. citizens arrested abroad and their families.

Article 36(a) of the Vienna Convention on Consular Relations of 1963, a multilateral treaty to which many, but not all, countries are party provides that consular officers shall be free to communicate with their nationals and to have access to them. However, Article 36(b) provides that the foreign authorities shall inform the consular officer of the arrest of a national "without delay", if the national requests such **notification**. Bilateral Consular Conventions between the United States and individual countries are more specific, requiring notification, regardless of whether the arrested person requests it, and generally specifying the time period in which such notification is to be made. When there is no treaty in force, notification and access are based on **comity** and largely dependent on whether the two countries have diplomatic relations.

Consular officers abroad provide a wide variety of services to U.S. citizens incarcerated abroad. Specific services vary depending on local laws and regulations, the level of local services available in the country in question, and the circumstances of the individual prisoner. The frequency of U.S. consular visits to citizens arrested abroad may likewise vary, depending upon circumstances.

**Consular services include:**

- visiting the prisoner as soon as possible after notification of the arrest; .
- providing a list of local attorneys to assist the prisoner obtain legal representation;

- providing information about judicial procedures in the foreign country;
- notifying family and/or friends, if authorized by the prisoner;
- relaying requests to family and friends for money or other aid;
- providing regular consular visits to the prisoner and reporting on those visits to the Department of State;
- providing loans to **destitute** prisoners through the Emergency Medical/Dietary Assistance (EMDA) program;
- arranging dietary supplements (vitamins/minerals) to qualified prisoners;
- arranging for medical and dental care if not provided by prison, to be paid for from prisoner's funds, funds provided by family or funds loaned to the prisoner by the U.S. Government under the EMDA program for destitute Americans incarcerated abroad.
- arranging for examinations by an independent physician if needed;
- arranging special family visits, subject to local law;
- protesting mistreatment or abuse to the appropriate authorities;
- attending the trial, if the embassy/consulate believes that discrimination on the basis of U.S. nationality might occur or if specifically requested by the prisoner or family, if possible.
- providing information about procedures to applications for pardons or prisoner transfer treaties, if applicable.

**Discretionary support provided as needed:**

- providing reading materials subject to local laws and regulations;
- arranging with American community to provide holiday meals;
- providing personal amenities such as stamps, toiletries, stationary, if permitted by prison authorities, from prisoner's or family's private funds;
- assisting in finding ways to expedite prisoners' mail;
- inquiring about the possibility of prison employment;
- assisting in arranging correspondence courses.
- arranging for American community volunteer visits to prisoners; ;

**A consular officer cannot:**

- demand the immediate release of a U.S. citizen arrested abroad or otherwise cause the citizen to be released.
- represent a U.S. citizen at trial, give legal advice or pay legal fees and/or fines with U.S. Government funds.

**Role Play.**

**Create the situation with the following participants:**

1. A defendant (a person caught in some felony)

2. **A representative of the police**
3. **A representative of the Consulate**
4. **Local attorney**

**Read the text and choose the correct answer**

Not a gifted public speaker, Thomas Jefferson was most talented as a literary draftsman. Sent to Congress by the Virginia Convention in 1775, he was elected to the committee to draft a declaration of independence from England. Although John Adams and Benjamin Franklin also served on the committee, the composition of the Declaration of Independence belongs indisputably to Jefferson. In 1779, Jefferson was elected governor of the state of Virginia, an office he held until Congress appointed him to succeed Franklin as U.S. minister to France. Upon returning to Washington, he accepted the position of secretary of state.

Although Jefferson was a Republican, he at first tried to cooperate with Alexander Hamilton, a Federalist who was first among President Washington's advisors. When he concluded that Hamilton was really in favor of a monarchy, hostility between the two men sharpened.

Having served as vice-president in John Adams' administration, Jefferson ran for president in the election of 1800. He and Federalist Aaron Burr received an identical vote, but the Republican Congress elected to approve Jefferson as president. The most outstanding accomplishment of his administration was the purchase of the Louisiana Territory from France in 1803. He was easily re-elected in 1804. When he left office four years later, he returned here to Monticello, where he promoted the formation of a liberal university for Virginia.

**1. What is the main purpose of this talk?**

- a. To provide an overview of US history from 1743 to 1826.
- b. To discuss Jefferson's contribution to the American Revolution.
- c. To analyze Jefferson's presidency.
- d. To summarize Jefferson's life.

**2. Jefferson was a member of which political group?**

- a. Monarchist.
- b. Federalist.
- c. Republican.
- d. Democrat.

**3. How did Jefferson become president?**

- a. He received the most votes.
  - b. Congress approved him.
  - c. Aaron Burr withdrew from the race.
  - d. As vice-president, he automatically became president.
- 4. According to the lecturer, what was it that Jefferson was NOT?**
- a. An effective public speaker.
  - b. An architect.
  - c. A literary draftsman.
  - d. A diplomat.

- **Read the personal file and profile of Madeleine Albright. Using the sample, make up a personal file and a profile of any present-day politician.**
- **Organize a press conference with Madeleine Albright and ask questions concerning her personal life and political career.**

## **Text № 29. Madeleine Albright: from Refugee to Chief Diplomat**

*America's new secretary of state is a symbol of the country's immigrant past and its increasingly powerful women.*

| <b>PROFILE</b>   |   |
|------------------|---|
| <b>1937</b>      | Born in Czechoslovakia.   |
| <b>1948</b>      | Immigrated with her family to the United States.  |
| <b>1955-1959</b> | Student at Wellesley College. Edited the campus paper. Campaigned for Adlai Stevenson.                      |
| <b>1959</b>      | Married Joe Albright.   |
| <b>1961</b>      | Gave birth to twins, Alice and Anne. Went to Columbia University to obtain her Ph. D. in political science. |
| <b>1976</b>      | Fundraiser and chief legislative assistant for Democratic Senator Edmund Muskie.                            |
| <b>1982</b>      | Divorced.   |
| <b>1988</b>      | Foreign policy adviser for Michael Dukakis, a key figure in party circles.                                  |

1993 – 1996  
1997

US ambassador to the United Nations.  
Confirmed as secretary of state.

While diplomacy has long been dominated by gray men in gray suits, Albright is a red dress, a point she has not hesitated to make as she began her **tenure** as the first female secretary of state. "She can explain in terms that people understand why stopping the war in Bosnia or famine in Africa or the sale of chemical weapons in the former Soviet Union should matter to them," says a White House official.

Her rise is a great immigrant success story. In 1948 Madeleine Jana Korbel arrived in America. The girl was only 11 but had been a refugee twice — first in 1938, when the Nazis **rolled** into Czechoslovakia and forced her father, a diplomat, **to flee** to England. The second time came 10 years later when a communist coup forced the Korbels to flee once again, this time to America. The family settled in Colorado. Albright's friends say this experience of flight is key to understanding her belief in American power, whether it's in Bosnia or Haiti.

For women who have worried that taking a few years off to raise their children would ruin their careers, Albright offers a **reassuring** example. She attended Wellesley College, where she met Joseph Medill Patterson Albright, a publishing **heir** whom she married in 1959. She stayed home to raise her children, stretching out her Ph. D. at Columbia University for nearly a decade.

Her career was **propelled** by hard work and the **patronage** of powerful men. Muskie made her his legislative assistant in the Senate, where she learned the delicate art of compromise. When Zbigniew Brzezinski, her old **thesis adviser** from Columbia, became Jimmy Carter's national-security adviser in 1977, he **tapped** Albright to handle his relations with Capitol Hill.

In 1982, her personal world fell apart. That year, her husband, Joe, announced that he was leaving her for another woman. After the divorce Albright threw herself into politics and policy. She **honed** her skills as a communicator. Her foreign-policy interests were in areas such as terrorism and the press — today's hot topics but, at the time, dismissed as soft by her fellow academics, who were more interested in topics like **nuclear throw-weight**. Her Georgetown home became a gathering place for intellectuals and Democratic politicians.

During this period, Albright was very much in the **mainstream** of Democratic thinking on foreign policy. She supported the nuclear freeze, opposed aid to the Nicaraguan contras and urged delay in the use of force

against Iraq after it invaded Kuwait in 1990. Over time, though, she became known as a **hawk**. What accounted for the move? Her friends say she came to trust her **latent** hawkish instincts. Like fellow refugees Brzezinski and Kissinger, she basically **cottoned** to the use of U.S. power.

When Clinton appointed her to the United Nations in 1992, she used the New York stage effectively in ways small and large. Within the administration she was a particularly effective advocate on the part of the cause that moved her most — Bosnia. She fought with Colin Powell and against others who were **wary** of escalating the U.S. military presence in the Balkans.

But while Albright may bring a new tone to **Foggy Bottom\***, she inherits a number of **vexing** problems that won't be solved simply with tough talk. Albright must also move quickly to fill top vacancies at U.S. embassies around the world. In an age of faxes and the Internet, the idea of embassies may seem **antiquated**, but they're still key to diplomacy, intelligence and international commerce.

*\* Foggy Bottom - colloquial and often ironic for the State Department.*

- **Read the following text compiled from the report made for the UN Commission on Human Rights by Professor of Law S. L. Ziv "Twenty Years of Military-Terrorist Violation of Human Rights", paying attention to the use of the Passive Voice. Prepare a brief statement supporting first the Palestinian side and then the Israeli side.**

It is more than forty years since the state of Israel (**to form**). For over half of this time Israel's statehood (**to support**) by the terror of occupation, which (**to use**) to keep in submission the population of Arabs in territories that (**to seize**) and are (**to hold**).

On these territories, universally recognized human rights constantly (**to infringe**) on and the political rights and freedoms of Israeli citizens of these territories — Jews as well as Arabs — (**to encroach**) upon.

Human rights violations (**to characterize**) as consisting of political killings, imprisonment without trial, encroachment upon economic rights, that is forcibly changing forms of running the economy.

## Text № 30 Crime in the United States

*Keep the following questions in mind as you read the text below:*

- *What do statistics reveal about crime in the United States?*
- *What is the connection between poverty, unemployment, and crime?*
- *Does the fear of crime correspond to the rate of serious crimes?*
- *In what way does the crime rate in the United States differ from that in other countries?*

### Crime Rate

The crime rate in the U.S., which rose dramatically in the 1960s and 1970s, has gone down steadily since 1980. Department of Justice statistics show that serious crimes (murder, rape, robbery, etc.) declined 7 percent nationwide in 2004 and an additional 4,5 percent the following year.

In some areas, for example in New York City, crime decreased 17 percent over a three-year period, with **homicides** and **burglaries** down by 10 percent. However, experts who had predicted a further decline were puzzled when FBI figures for 1985 showed an increase in violent crimes.

### Fear of Crime

Public opinion **polls** show that Americans view crime as one of the most serious problems of their society. Several studies have also shown that the amount of crime, especially **violent** crime, is frequently **overestimated**. Experts believe that this **awareness** and fear of crime is largely caused by the great attention it is given" in newspapers and on television, and also because violent crime is a popular theme for television series and films. Many Americans are therefore surprised to learn that, according to Interpol, the "general crime rate per 100,000 inhabitants" for the U.S. is significantly lower than that for several other western nations such as Sweden, New Zealand, or Denmark, and not much higher than those for Germany, Austria, or England.

### Serious Crimes

Nevertheless, among all crimes, murder makes the headlines, and there is no doubt that homicides continue to be a serious problem in America. The U.S. had a murder rate (per 100,000 inhabitants) of 8 in the mid-1990s, compared, for instance, with a rate of 7 for Canada, 5 for Sweden and Germany, and 4 for Italy.

In the United States, as elsewhere, the causes of serious crime are hotly debated, and many reasons for it are suggested. Among these are unemployment, drug abuse, poverty, **inadequate police enforcement**, ineffective courts, racial discrimination, **consumerism**, television, and "a general decline in middle-class values." Surprisingly, a major study of crime in the U. S. carried out by Northwestern University in 2002 found that "the number of poor people in a city is only **marginally** related to property or violent crime." In other words, American cities with a higher rate of unemployment and poverty do not necessarily have a higher crime rate.

Many experts are coming to believe that only **grassroots** efforts to improve community life overall will have a lasting effect. Many communities across the nation have started their own campaigns against crime, encouraging their citizens to participate in crime-prevention programs and to report crimes. Several civil rights groups actively support such "self-help" campaigns. In some neighborhoods, citizens participate in "neighborhood watch" programs and organize groups to patrol the streets.

- **Discuss the questions given before the text.**
- **Complete the following statements with the variant that most closely corresponds to the text and explain why other variants are unsuitable.**

**1. The crime rate in the U.S. has recently ...**

a) risen dramatically b) not changed significantly c) declined

**2. Experts believe that average Americans ... the number of crimes committed every day.**

a) exaggerate b) do not care about c) underestimate

**3. According to Interpol the general crime rate figures for the U.S. are ... in Britain.**

a) significantly higher than b) not much higher c) just the same as

**4. Northwestern University discovered in 2002 that the number of poor people is ... to violent crimes.**

a) not related b) closely related c) only marginally related

**5. American cities with a higher rate of poverty have ... crime rate.**

a) the highest b) the lowest c) the average

**6. Many experts believe that only... will help to successfully fight crime.**

a) police efforts b) community efforts c) government efforts

- From the information given in the text "Crime in the U.S. invite your friends to compare:
  1. How the crime rate has been changing recently in the U. S. and in your country;
  2. Social ills existing in the U.S. and in your country and their impact on crime;
    - the common attitude of average citizens to crime, fighting crime, and preventing crime in the U.S. and in your country
  3. Ways of fighting crime in the U.S. and in your country, what measures could make these ways more effective.
- Exchange views on the following questions:
  - Do the mass media curb or cause crime?
  - Is crime a serious social problem in many nations?
  - Can they and do they rally their forces to fight it?
  - Are causes of crime national or universal?
  - Can communities with self-help and neighborhood watch programs beat or reduce crime?

## Text № 31 Law and Order in Britain

*While reading the text pay attention to, the following information:*

- *what's unusual about Britain's system of law;*
- *what problems the British police faces today.*

### British System of Law

Although Britain is a **unitary** state, it does not have a single system of law. England and Wales, and Northern Ireland, have similar systems, but the Scottish system is somewhat different. In general, however, the law has no complete code. Its sources include parliamentary; legislation, European Union law and much "common" law from courts' decisions and elsewhere. Criminal law is concerned with wrongs against the community as a whole; civil law with the rights and duties of individuals. Keeping peace and bringing **offenders** to trial are primarily the concern of the police. At present, however, a wave of public **disquiet** about the police is strengthening the case for fundamental reforms of the service.

Nasty stories about fittings-up (framings) and beatings-up **proliferate**. One man, Mr. Anthony O'Callaghan spent 76 days in custody and he was **acquitted** because the jury decided his confession had been fabricated. No criminal action was taken against the officers involved, and the Police Complaints Authority did not recommend a disciplinary hearing. Tribal loyalty among the police protects them against **retribution**. The results of public opinion polls alarm them.

A Royal Commission found that in 1969 83% of people had a great deal of respect for the police, 16% had mixed feelings, and none admitted to little respect. A MORI poll in 1999 produced figures of 43%, 41% and 14% for the same questions.

Juries, to the unconcealed fury of the police, reflect public attitudes. Last summer Mr. Frank Crichlow was acquitted of drug charges despite the testimony of 66 policemen. The jury decided he had been fitted up. Damages against the police are growing.

The following words printed in white on blue are framed and hung on the walls of most of the capital's police stations. "We strive to reduce the fears of the public and, so far as we can, to reflect their priorities in the action we take. We must respond to well-founded criticism with a willingness to change."

- **Discuss the points proceeding text two.**
- **Complete the following statements with the variant that most closely corresponds to the text and explain why other variants are unsuitable.**

**British system of law is ... the one used in other countries.**

1. somewhat different from
2. greatly different from
3. just the same as

**People support the idea of fundamental reforms of the service because ...**

1. there are many cases of the police's breaching their professional code.
2. the government has started a campaign for it.
3. the exiting service is highly ineffective.

**Statistics show that nasty stories about the police ...**

1. have not influence public attitudes.
2. have had an effect on public attitudes.
3. have made very little difference.

**In response to criticism, the police ...**

1. are trying to increase their cost-efficiency.

2. are doing nothing.

3. are trying to improve relations with the public.

- **Exchange views on the following question:**

Is your national police force in need of fundamental reforms? If so, what kind of reforms would make it more effective?

## Text № 32 Liberalism

**Liberalism** is a political current embracing several historical and present-day ideologies that claim defense of individual liberty as the purpose of government. It typically favors the right to **dissent** from orthodox **tenets** or established authorities in political or religious matters. In this respect, it is sometimes held in contrast to conservatism. Since liberalism also focuses on the ability of individuals **to structure** their own society, it is almost always opposed to totalitarianism, and often to collectivist ideologies, particularly communism.

The word "liberal" derives from the Latin "*liber*" ("free") and liberals of all **stripes** tend to view themselves as friends of freedom, particularly freedom from the **shackles** of tradition. The origins of liberalism in the Enlightenment era contrasted this philosophy to feudalism and mercantilism. Later, as more radical philosophies articulated themselves in the course of the French Revolution and through the nineteenth century, liberalism equally defined itself in contrast to socialism and communism, although some **adherents** of liberalism sympathize with some of the aims and methods of social democracy.

The word **liberalism** has several different, but generally related, political meanings. In its original political meaning, the term "liberal" refers to a political philosophy, founded on the principles of the Enlightenment, that tries to **circumscribe** the limits of political power and to define and support individual rights. The original Enlightenment thinkers, such as John Locke and Baron de Montesquieu, attempted to establish limits on existing political powers by **asserting** that there were natural rights and fundamental laws of governance that not even kings could overstep without becoming tyrants. This was combined with the

idea that commercial freedom would best benefit the whole of the political order, an idea that would later be associated with the advocacy of capitalism, and which was drawn from the works of Adam Smith and David Ricardo. The next important piece of the triad of ideas of liberalism, was the idea of popular self-determination. Most liberals support a combination of these ideas, although many would ascribe more importance to one of them than to the other two.

Beginning in the late 18th century, liberalism started to become the governing ideology in various countries, e.g. in the United Kingdom. At the same time, liberalism became a major ideology in virtually all developed countries. As a result of being so widespread, the term "liberalism" began to evolve rapidly, and took on different meanings in different countries. In some countries, liberalism remained in its late 18th century form: limiting government involvement in private transactions, with government being devoted only to protecting against threats from abroad and enforcing civil order at home, along with maintaining a stable currency, based on a "sound money" policy.

However, with the coming of industrialization, a new wave of liberal thinkers began seeing government as a tool to encourage social progress and hence supported government action as a means to this end. This was a departure from the belief that government interventionism restricted liberty and thus inevitably **retarded** progress. The change led to a fundamental split in "liberalism" as a broad ideology.

These two **diverging** branches of liberalism are known in the United States and some other countries today as libertarianism and social liberalism, respectively. However, both of them usually claim the name of "liberalism" as their own, and do not recognize the other branch as being liberal at all.

In the mid-20th century, a new philosophy arose: **totalitarianism**. Totalitarian ideas were centered on the principle that absolute centralized control over all aspects of society was necessary in order to achieve prosperity, stability, and many other goals. Most totalitarians also wished to discredit and destroy liberalism in one way or another. In reply, liberalism spent most of the 20th century defining itself as an opposition to various **strains** of totalitarianism.

The Great Depression of the 1930s shook public faith in *laissez-faire* capitalism and "the profit motive", as well as the ability of unregulated markets to produce prosperity. Liberalism was to make a third dramatic transformation: the creation of a more **elaborate** state apparatus was

argued for as the **bulwark** of individual liberty and the continuation of capitalism without **resorting** to dictatorship. Key thinkers in this transition were John Dewey, John Maynard Keynes and in the political realm Winston Churchill and Franklin D. Roosevelt. But unlike previous transformations, this one did not **subsume** all other strains of liberalism. Many "liberals" held to the 19th century version of liberalism, and believed that the Depression and Second World War were individual events, which, once passed, did not justify continuing intervention by the state.

In Italy and Germany, nationalist governments arose that linked corporate capitalism to the state, rather than to individual liberty, and promoted the idea that conquest and national superiority would give these nations a rightful "place in the sun". The totalitarian states argued that democracy was weak and incapable of decisive action, and that only a strong leader could impose the kind of discipline that was necessary.

The rise of totalitarianism became a lens for liberal thought. The majority of liberals began analyzing their own beliefs and principles to find out where they had gone wrong. Eventually, they came to the conclusion that totalitarianism rose because people in a degraded condition turn towards dictatorships for solutions. From this, it was argued that the state had a duty to protect the economic well being of its citizens. As Isaiah Berlin put it, "Freedom for the wolves means death for the sheep." They also argued that rationality of governance required the government acting as a balancing force in economics, as shown by the recently developed theory of Keynesianism. It became necessary to "save capitalism from itself", and for free nations to accept the burdens of defending democracy and liberty with force if need be.

- **Give a short analysis on the notion of liberalism and note all pros and cons of this political theory.**
- **Define the meaning of the emphasized words.**

## 9. Officials and Functionaries

office

to be in office; to hold office

officer (holder of an office); official

to fill a vacancy of an office to nominate an official

deputy, substitute

to appoint a deputy/substitute

treasurer

convener

press-officer

president secretariat

to be in charge of a secretariat to organize the secretariat to put smb. in charge of the secretariat

secretary:

general executive

to act as secretary

officer of the conference bureau

document officer

**Translate sentences using your active vocabulary**

1. Генеральный секретарь, проф. К., привлек внимание к тому факту, что он посылал примерно раз в квартал отчеты о деятельности комитета.
2. Председатель Д. вел заседания, а С. был секретарем.
3. В отсутствие председателя секретарь не может занять его место.
4. Исполнительный секретарь выразил благодарность местному организационному комитету за их доброжелательное и полезное сотрудничество.
5. В некоторых неофициальных организациях считается вежливым, чтобы секретарь сам предложил свою отставку в случае отставки председателя.
6. Как правило, президент занимает место председателя на ежегодном общем собрании.
7. Секретарь и казначей права голоса не имеют.
8. Секретарь обычно делает доклад первым, затем отчитывается казначей, в случае необходимости также другие (должностные лица). Необходимо, чтобы секретарь хорошо знал общие процедуры и устав своей организации.
9. Секретарю исполнительного комитета дается право посещать любые заседания секретарей научного общества.
10. Любые назначения должны быть одобрены президентом.
11. Должностные лица и члены комитетов избираются на установленный срок во время ежегодного общего собрания членов организации.
12. Поскольку во время работы конференции секретарь может отвлекаться на выполнение различных дел, следует назначить помощника специально для ведения протокола.
13. Необходимо, чтобы председатель и секретарь работали в тесном сотрудничестве.
14. Новые назначения на вакантные должности ставятся на обсуждение собрания отдельно для каждой должности.
15. На заседании секретарь не должен высказывать свою личную точку зрения за исключением случаев, когда председатель просит его сделать это.
16. Как порядок избрания должностных лиц и членов комитета, так и процедура, которой надо придерживаться, приводятся в уставе каждой организации.
17. Принято, чтобы все должностные лица и члены комитета находились в президиуме во время церемонии открытия и закрытия заседания.

## Text № 33 Weapons of mass destruction

### *Keeping nuclear, chemical and biological weapons out of terrorists' hands*

**IF YOU** had asked before September 11th what was the greatest threat to peace in the 21st century, the answer would have been the same as it is today: the spread of weapons of mass destruction. But now there seems a world of difference. **Proliferation-trackers** have long **fretted** about such weapons falling into the hands of hostile governments. Now they are weapons of choice for suicidal terrorists with no calculation of **restraint**. Whether the **anthrax** letters in America are al-Qaeda's **follow-up** to September's attacks on New York and Washington or the work of some other group, there could be worse to come. Is the decades-long battle to control the spread of nuclear, chemical and biological weapons now lost?

There is no doubt that if al-Qaeda's boss, Osama bin Laden, has such weapons he will try to use them; supporters have in the past threatened a "Hiroshima" against America. The world is not helpless against such threats. But an effective response to prevent future threats, by al-Qaeda or anyone else, requires that, alongside the current military, diplomatic and financial campaign against al-Qaeda, a lot more effort, money and political will be put into the anti-proliferation cause.

Between them the nuclear Non-Proliferation Treaty (**NPT**), the Chemical Weapons Convention (**CWC**) and the Biological Weapons Convention (**BWC**) already **outlaw** the spread of such weapons. More pressure needs to be applied to those who have not signed up: India, Pakistan, Israel and Cuba are outside the NPT, and North Korea refuses proper inspections. A **harsher** diplomatic **spotlight** needs to be turned on cheats: Russia, a **repository** for the BWC, admits it had (some think still has) a biological-weapons program; Iran barely **disguises** its nuclear ambitions.

But aren't treaties aimed at states anyway useless against groups like al-Qaeda? On the contrary, they establish the norms that make its threatened actions a crime. And Mr. bin Laden is no Dr. No, with **lavish** weapons laboratories of his own; whatever he does has been **filched**, one way or another, from government-run programs.

Some of the proliferation gaps to be covered are **glaringly** obvious. Before the 1995 sarin attack on the Tokyo underground, which killed 12

people and injured more, Japan had no laws making **dabbling** in chemical or biological weapons a crime. Governments that have signed the CWC are now obliged to adopt national laws to implement its rules, though many **drag their feet**. Few have taken measures to implement the biological ban. Similarly, when it was discovered after the Gulf war how easily Iraq had **run rings round safeguards** on its nuclear materials, **verification** rules were tightened, giving the International Atomic Energy Agency (IAEA) new powers. But these apply only in countries that sign up to them, and few have done so. Until more western governments do, it will be hard to **lean on** potential rule-breakers elsewhere.

When it comes to proliferation, prevention is a lot less costly than cure, and small amounts of money can buy a lot more security. As a UN organization, the IAEA has long been denied a budget increase for its safeguards work, despite a proliferating **workload**. More now needs to be done to help governments protect other less **potent** nuclear materials, in hospitals or industry, but the agency has to **hand the cap round**.

The **likeliest** source of the smuggled materials and expertise al-Qaeda has been after is the **sprawling** weapons complex in what was once the Soviet Union. Earlier this year, the Bush administration tried to cut the money America spends helping to protect and dismantle Russia's **surplus** nuclear weapons, to reduce its stocks of weapons-usable material, and to find employment for its scientists. Better for Mr. Bush to use the opportunity of his upcoming summit with a more co-operative Vladimir Putin to find creative ways to speed up the work.

Much can be done, but is there the will? After its Iraqi shock, the UN Security Council **decreed** that the spread of weapons of mass destruction-like terrorism today-constituted a threat to international peace and security. In 1998, when India and Pakistan tested nuclear weapons, few governments applied sanctions. The risk from **ghastly** weapons in the wrong hands can never be eliminated; it can be reduced. But defenses against it will be only as good as governments make them.

- Define the word "**terrorism**" and give the recent examples of terrorist acts in the world or in your native country.
- How do you understand the expression: *Now they are weapons of choice?*
- What is the role of the rhetorical question *"Is the decades-long battle to control the spread of nuclear, chemical and biological weapons now lost?"*

- The word "**restraint**" in the first paragraph could best be replaced by which of the following?  
a) broaden b) lessen c) control d) spread
- What military, diplomatic and financial campaign can be applied against al-Qaeda?
- What do the abbreviations **NPT**, **CWC**, **BWC** stand for?
- The word "**lavish**" in the fourth paragraph could best be replaced by which of the following?  
a) poor b) generous c) weak d) slim
- What is the meaning of the idiomatic expression "**drag their feet**"?
- What can be done with "**proliferation gaps** "
- What is the meaning of the idiomatic expression "**hand the cap round**"?
- Discuss the text with your groupmates in different forms:  
a) international conference  
b) press conference

**GRAMMAR TEST № 6 FILL THE GAPS IN THESE SENTENCES WITH A SUITABLE VERB. USE EITHER THE PRESENT PERFECT OR PAST SIMPLE.**

1. Bill.....away from work all this week. (**be**)
2. Glenda.....hard when she was a student. (**work**)
3. Pit..... rather unfriendly recently. (**be**)
4. Eric.....the door when I rang the bell. (**open**)
5. How long .....Neil.....his present job? (**do**)
6. .... Tina.....her parents since she got married? (**see**)
7. Why.....you..... your coat on?. It's not cold. (**put on**)
8. Jack.....to me about his problems last night. (**speak**)
9. Fred. .... his map. We'll have to go back for it. (**forget**)
10. Jana. ....money in her last job, but she en Joys this one more. (**earn**)

### **Text № 34 The Old and the New**

Imagine that we are visiting the international relations section of a library in 1946. **Browsing through** its contents, we should find that the books and articles are of the following kinds: Some describe the historical experience of nations with each other—for example, Franco-German relations from 1920 to 1939, Japan and the Western world.

Others summarize rules of conduct. These may **bear upon** diplomatic practice, the legal **resolution** of disputes between nations through an international organization or the responsibilities and administrative practices of government departments responsible for foreign affairs. Still others contain general **assertions** about the basis of relations between nations. Their content **varies**: In one case, for example, economic interest may be described as **determining**. Still another type of work describes some aspect of current events and **speculates** about what will happen and ought to happen, for example, regarding recent developments in China and their **implications** for United States policy. Almost all of these writings draw their ideas from political science, history or law.

Let us now imagine a similar visit today. We find all the kinds of studies that we did in 1946; however, we also find much else. We see frequent **references** to studies in other fields-economics, psychology, sociology, organizational behavior, computing, operations research, systems analysis and general systems theory. The number and **diversity** of concepts being used has thus expanded enormously.

From economics come such concepts as collective goods and **marginal returns**; from psychology- **reinforcement** and **cognitive** balance; from sociology - **stratification** and **status inconsistency**; from organizational behavior - informal networks of communications; from computing - **feedback** and control. We observe that international relations analysts are using not only concepts from other fields but also the types of information and methods for collecting information found in other fields. For example, the books and articles often contain extensive information about trade, weapons **inventories**, cultural symbols. They describe how the analyst uses laboratory experiments, survey interviews, statistics, mathematics, computer **simulations**.

When we compare the results of the two visits, we see that the analysis of international relations is becoming increasingly a scientific and technical **endeavor** and not primarily a matter of humanist wisdom. The directions of change and the criteria used to evaluate both new and old approaches to international relations analysis are relevant to a much larger circle than the experts directly involved. In order to evaluate foreign policy and the state of the world, we must decide what are important questions and what are **sound** answers. The new approaches suggest questions not asked previously and involve different standards for answers to these questions. We need some basis for arriving at our own decisions. We need **yardsticks** to **discriminate** between shaky and

sound analysis and we need to know how to apply them to analyses, which use different concepts and techniques. If we know the capability of the state of the art in international relations analysis, we have an important part of the information we need to evaluate competing foreign policy positions. We can tell whether **proponents** of particular viewpoints have conducted or examined the best available analyses. We can tell whether any of the proponents can have the knowledge to be reasonably sure of their position. If the answer to one or both questions is No, we can demand better performance.

#### **Points for discussion**

- **Franco-German relations from 1920 to 1939**
- **Japan and the Western world**
- **Economic interest and political interests in the international relations (Russian – Ukrainian relations)**
- **What is the role of references to economics, psychology, sociology, organizational behavior, computing in international relations.**

#### **Read the text and choose the correct answer**

The first permanent settlement was made in San Francisco in 1776, when a Spanish military post was established on the end of that peninsula. During the same year, some Franciscan Fathers founded the Mission San Francisco de Asis on a hill above the post. A trail was cleared from the military post to the mission, and about halfway between the two, a station was established for travelers called Yerba Buena, which means "good herbs."

For thirteen years the village had fewer than one hundred inhabitants. But in 1848, with the discovery of gold, the population grew to ten thousand. That same year, the name was changed from Yerba Buena to San Francisco.

By 1862 telegraph communications linked San Francisco with eastern cities, and by 1869, the first transcontinental railroad connected the Pacific coast with the Atlantic seaboard. Today San Francisco has a population of almost three million. It is the financial center of the West, and serves as the terminus for trans-Pacific steamship lines and air traffic. The port of San Francisco, which is almost eighteen miles long, handles between five and six million tons of cargo annually.

If you travel to San Francisco, you will see the most identifiable landmark, the Golden Gate Bridge. The bridge, which is more than one mile long, spans the harbor from San Francisco to Marin County and the Redwood Highway. It was completed in 1937 at a cost of thirty-two million dollars and is still one of the largest suspension bridges in the world.

**1. What is the main purpose of this talk?**

- a. Transportation on the Pacific Coast.
- b. History of California.
- c. Orientation to San Francisco.
- d. Specifications of the Golden Gate Bridge.

**2. According to the speaker, what was the settlement called before it was renamed San Francisco?**

- a. Golden Gate.
- b. San Francisco de Asis mission.
- c. Military post.
- d. Yerba Buena.

**3. According to the speaker, what happened in 1848?**

- a. Gold was discovered.
- b. The Transcontinental Railroad was completed.
- c. The Golden Gate Bridge was constructed.
- d. Telegraph communications were established with the East.

**4. How long is the Golden Gate Bridge?**

- a. 18 miles.
- b. 938 feet.
- c. One mile.
- d. Between 5 and 6 miles.

## **Text № 35 Decision-making and the Cuban Missile Crisis**

The Cuban missile crisis was an event of **immense** world significance. For a 13-day period in the fall of 1962, the United States and the U.S.S.R. were, in Secretary of State Dean Rusk's words, "eyeball to eyeball" in a confrontation that might have produced a nuclear **holocaust**. Graham T. Allison, in an article in the *American Political Science Review* in September 1969, uses this crisis to show that if we study it from three different perspectives, we construct different interpretations of how United States policy **evolved**. Specifically, he reconstructs the evolution of United States policy during the crisis in terms of each of the following perspectives:

- (a) as the **outcome** of "rational" **decision-making** by the national government;
- (b) as the outcome of **habitual** behavior by the major governmental departments involved;
- (c) as the outcome of "bureaucratic" **bargaining** by leading officials in the governmental **hierarchy**.

Let us examine how each of these different perspectives affects interpretation of how the crisis was resolved.

### **Rational policy.**

In this approach, the Cuban crisis is seen from the perspective of a unified national decision-making system, which pursues its goals in a calculated, **purposeful** and rational manner. The nation or national government is **conceived of** as the decision-making agent. The analyst **assumes** that the policy decision **derived** from:

- (1) the nature of the problem the nation faced;
- (2) its stated security goals and objectives;
- (3) the available options and the effort to minimize the costs and maximize the benefits associated with each option.

What was the problem the nation confronted? The Soviet Union had **emplaced** offensive nuclear weapons in Cuba. The United States goal was to **compel** Moscow to remove them and at the same time to avoid nuclear war. Possible options were **canvassed**: do nothing, reach some compromise, invade Cuba, launch an air strike that would destroy the missiles, **impose** a blockade. The costs and benefits of each option were estimated. Some might have resulted in Soviet counter-moves where the United States was **vulnerable**, e.g. West Berlin. Others might have involved unacceptable **concessions** from the United States, e.g. giving up our naval base at Guantanamo. Still others might have been difficult to **implement**. The decision to **institute** a blockade won on a calculation of maximum "rational" comparative advantage: it played from strength (U.S. naval capability in the Caribbean); it gave Soviet Premier Nikita S. Khrushchev an **honorable** way out; and, if it failed, it did not eliminate other options. In short, this policy was chosen because it had the most acceptable outcome (most benefits, least disadvantages) in terms of national goals and objectives.

### **Policy as Organizational Process.**

The above model assumes that governmental behavior can be seen as action chosen by a **unitary** decision-maker centrally controlled and completely informed. But government is made up of a number of **loosely**

**allied** and interconnected departments, each with a life and interests of its own. Using the organizational process perspective, one analyzes the Cuban missile crisis in terms of the customary or habitual responses made by the large and **semiautonomous** departments in the United States national security establishment. The analyst assumes that United States behavior in the crisis derived from:

- (1) the nature and interests of the relevant organizations or departments involved;
- (2) the way policy problems were cut up and distributed among them;
- (3) the standards of acceptable performance shared by each department;
- (4) the standard operating procedures which determine how a department reacts to a problem and what it "knows" how to do.

The major organizations involved in the Cuban missile crisis were the Office of the President, the State Department, the CIA and various components of the Defense Department. Decisions checking on the presence of Soviet missiles by U-2 overflights involved the CIA, the Defense and State departments. Each viewed the issue according to different standard departmental priorities. The State Department, for example, feared the diplomatic **repercussions** should another U-2 be shot down. Later when the President and some of his advisers were investigating the possibility of an air strike, the Air Force examined the option according to its own performance capabilities for inflicting damage, and its negative evaluation was based on criteria of success different from those the President had in mind. When, finally, the Navy was ordered to implement a blockade, it did so according to its standard operating procedures, and the results differed in several important specifics from what the President had ordered.

### **Policy as Bureaucratic Politics.**

In this perspective, the crisis is analyzed in terms of bargaining between key individuals in the national decision-making elite. The actions of the government are interpreted as the effects of the **interplay** of the "perceptions, motivations, positions, power and maneuvers of principal players . . ." The analyst assumes that the Cuban blockade resulted from:

- who the key decision-making individuals were;

- their official responsibilities;
- their personal characteristics;
- their bargaining skills;
- the set of problems preoccupying them;
- their standing with other key individuals;
- their access to them.

The key individuals clearly included President John F. Kennedy, his brother (Robert F.), Secretary of Defense Robert S. MacNamara and Presidential adviser Theodore C. Sorensen. The role of the others was less clear. The President and his close associates were politically and personally extremely sensitive to any issue involving Cuba. This was due partly to the Bay of Pigs fiasco and partly to recent attacks by a number of prominent senators who had charged that the Russians were putting **offensive nuclear weapons** in Cuba. The President had publicly denied these charges and received personal assurances from Khrushchev that they were untrue. CIA director John A. McCone thought otherwise, but he was in Florida. His deputy director delayed communicating the bad news. When the truth about the missiles reached the President, he was furious and leaned toward ordering an air strike, as did some of his advisers. However, Robert Kennedy, MacNamara and Sorensen were **hesitant**. MacNamara wanted, above all, to avoid actions, which might **trigger** nuclear war; he also did not regard the Soviet missiles in Cuba as militarily that important. Robert Kennedy and Sorensen shared MacNamara's concern but were also concerned with the President's domestic political problem. As a result of their personal influence with the President and by devising an alternative policy to enable him to present a firm **posture** to the American people and the Soviet leaders, they persuaded the President to change his position. All these considerations plus the "**fortuitous coincidence** of a number of factors" led to the choice of a blockade.

**1. Read the text and consider its following aspects:**

- 1. Any political crisis is an event of immense world significance;**
- 2. To be "eyeball to eyeball";**
- 3. Bureaucratic bargaining;**
- 4. To compel somebody to do something;**
- 5. To suggest unacceptable concessions;**
- 6. Honourable way out;**
- 7. Loosely allied departments;**

8. Diplomatic repercussions;
9. Trigger nuclear war;
10. "Fortuitous coincidence of a number of factors"

2. Discuss the following topic "Decision – making and the war in Iraq"

**GRAMMAR TEST № 7. PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS.**

Mrs. Horn: Come in Jane, take a sit. Would you like a coffee?

Jane: Thank you, actually **I have been having / I've just had** one.

*Mrs. Horn: Oh, good. Now, do you know this area at all.*

Jane: Quite well. My grandparents live just on the outskirts of town so **I have been coming / I've come** here for the holidays since I was little. I am staying with them at the moment, actually. Mrs. Horn: Oh, that's nice. And do you have a driving license?

*Jane. Yes I have been driving / I've driven for 5 years now.*

*Mrs. Horn: And would you say you're a careful driver?*

*Jane: Yes, I think so. At least, I have never had / I have never been having an accident.*

*Mrs. Horn: Good. Now, could you tell me why you think you would be right for this job?*

*Jane: Well, I have always been interested / I've always interested in working with small children. And I have been managing / I've managed to get quite a bit of practical experience by taking holiday jobs and so on.*

*Mrs. Horn: How do you think you would cope in an emergency?*

*Jane: I am quite a calm person, I think. I have done / I have been doing* a first aid course, too. I got this badge.

*Mrs. Horn: Oh, yes. That's good. Now, this job isn't permanent, as you know. We need someone for about a year. How would that fit with your long - term plans?*

*Jane: I'd like to work abroad. But I want some full - time experience first. I have been doing / I have done* a Nursery Teacher's course this year. We finish next week, in fact, and I've already got a Child Care certificate.

*Mrs. Horn: Well, I can't make any promises, but you do sound just the sort of person we're looking for. When will you be able to start?*

*Jane: As soon as I finish my Nursery Teacher's course.*

*Mrs. Horn: Excellent. And would you live with your grandparents?*

*Jane: Well, they live a bit far away. I'd probably try to get a small flat. I have looked / I have been looking* in the paper every day, but **I haven't been finding / I haven't found** anything yet.

*Mrs. Horn: Well, if you get the job, we'll try to help you. Now, would you like to come and meet some of the children?*

*Jane: Oh, yes. Mrs. Horn: Right, if you'll just follow me then...*

## 10. Chairman and his Duties

### Chairman:

newly elected

interim (temporary);

honorary

retiring

Vice-Chairman, Mr. Chairman, Madam Chairman, Deputy Chairman, Co-Chairman

vote of "confidence in "/"no confidence in" the Chairman

opening address of

nomination of the

the personality of

duties of

} Chairman

changes in chairmanship (duties of the Chairman) resignation of the chairmanship

effective chairmanship to chair (a conference)

to elect a chairman/to put smb in the chair unanimously

to nominate a Chairman

to fulfil the duty of/to act as/to

serve as Chairman/to carry out the Chairman's function

to terminate one's chairmanship

to replace smb as Chairman

to fill the position of Chairman

to eject the Chairman from office

to address the Chairman (the chair)

to vacate the chair

to give up (to renounce) the office of

to re-elect the

to take over the duties of the Chairman

to accept the resignation of

to commence the duties of

to offer one's resignation (to resign) to take (to occupy, to fill) the chair to retire chairmanship

(basic) rules of chairmanship

presidential term to meet under the chairmanship of...

### Translate sentences using your active vocabulary

1. Проф. С. выполнял обязанности председателя комитета конференции.
2. Было внесено предложение, чтобы д-р А. стал вице-председателем.
3. Д-ра М. и С. будут выполнять обязанности вице-председателей до следующего года.
4. Было внесено предложение, чтобы д-р К. заменил проф. Л., а также, чтобы д-р А. стал вице-председателем.
5. Предлагается, чтобы проф. Т. заменил скончавшегося проф. В. в качестве со-председателя, возложив на себя его обязанности.
6. Было внесено предложение, чтобы пост со-председателя занял д-р Г.

7. В течение последних двух лет д-р Д. временно исполняет обязанности председателя.
8. Председатель должен обращаться к собранию стоя.
9. Исполнительный комитет предложил д-ру Н. продолжить свою работу в качестве председателя до следующего года.
10. Решение вопроса было передано на усмотрение председателя.
11. Существуют разные способы выбора председателя, секретаря и членов, комитета.
12. Нередко только умелое председательствование спасает собрание от полного провала.
13. Для того, чтобы председатель успешно выполнял свои функции, он должен знать процедурные правила того типа собрания, на котором ему предстоит председательствовать.
14. (На собрании) председательствовал д-р Н., а д-р С. был секретарем.
15. Председатель несет ответственность за ведение собрания.
16. Проф. Х. согласился быть председателем еще один срок в случае его избрания.
17. Личность председателя и его умение создать нужную атмосферу оказывают значительное влияние на весь ход проведения заседаний.
18. Рабочая группа назначила новым председателем д-ра Д., ранее временно исполнявшего эти обязанности.
19. Участники пленарного заседания единогласно поддержали выдвижение кандидатуры проф. М. на второй президентский срок.
20. Местный комитет заседал под председательством д-ра Ф.
21. Проф. В. был приглашен занять пост председателя.
22. Став председателем рабочей группы, д-р С. подал в отставку как ее сопредседатель.
23. Ведение собрания - это искусство и, подобно другим видам искусства, оно развивается и совершенствуется в результате тренировки и практики.
24. Д-р Н. перечислил предложенные изменения в работе председателей рабочих групп.
25. Чтобы помочь председателю, просьба к авторам (докладов) представить краткие автобиографические данные, в том числе по деловой/академической карьере.
26. Если президентство рассчитано на один год и президент вновь предлагает свою кандидатуру на переизбрание, он должен на период выборов освободить занимаемый им пост и передать его временному председателю.
27. Председатель (или временно исполняющий его обязанности в случае, когда сам председатель является одним из кандидатов) обычно проводит выборы должностных лиц.
28. Все выступающие должны обращаться к председателю.
29. Председатель должен кратко подытожить результаты работы конференции и поблагодарить делегатов и всех тех, кто помог ее успешному проведению.
30. Председатель обычно сидит в центре, выступающий находится справа от него, секретарь - слева.

31. Точно в назначенное время председатель звонит в колокольчик, обращается к секретарю с просьбой прочесть официальное извещение о созыве конференции и затем объявляет конференцию открытой.
32. Председатель обращается с просьбой задавать вопросы, как это делается на любом открытом заседании.
33. Ведение собрания требует такта, терпения и глубокого знания предмета обсуждения.
34. Быть председателем на конференции - дело непростое, поэтому неопытному человеку вряд ли следует браться за него.
35. На большой конференции рекомендуется иметь более одного председателя.
36. Отведите пять минут на вступительное слово председателя, от 50 до 60 минут на выступления, от 15 до 30 минут на вопросы и 10 минут на выражение благодарности.
37. Председатель собрания несет ответственность за его проведение; именно он должен следить за ходом заседания и поддержанием порядка.
38. Обязанности председателя преимущественно административные, тогда как обязанности секретаря скорее исполнительные.
39. Ведение собрания может быть возложено на председателя данной организации; в противном случае следует избрать председателя собрания, от которого требуется полное понимание своих обязанностей.
40. Следует внести предложение о регламенте проведения собрания и затем попросить председателя следить за ним.
41. До начала выборов президент обычно произносит несколько слов благодарности в адрес председателя и/или других должностных лиц, уходящих со своего поста.

## Text№ 36 Corruption in Russia

*From terrorism in the north Caucasus to the **boardrooms** of Moscow, corruption is Russia's biggest problem*

**TWO shifty** businessmen and one huge bodyguard carrying a large bag enter Vladikavkaz airport, a **stone's throw** from the cemetery in which the victims of the terrorist **atrocities** at Beslan are buried. They whisper to an airport official, who takes their documents and sees to their check-in. The three men and their un-x-rayed bag are next seen heading for their plane from a side door in the terminal.

Caught out by a Moscow traffic policeman, a driver tells that he wants to settle things quickly, but without breaking the law. "Too many things are illegal in our country," grumbles the cop, **implying** that a more

sensible government would make bribery legal as well as universal. So how much does he want? "Give me what your soul tells you."

Those recent examples are from your correspondent's experience—but corruption in Russia is everywhere. Often, it seems not a **by-product** of policy and events, but the main reason for them, a stronger force even than **resurgent** nationalism. It poisons people's relations with the police, bureaucrats and politicians. And it appears to be getting worse.

Being **covert**, the precise dimensions of corruption are hard to measure. But trends are **discernible**. In the latest international "corruption perceptions index" produced by Transparency International (TI), a **watchdog**, Russia has fallen to rank alongside Niger, Sierra Leone and Albania. A recent survey by Indem, a Russian **think-tank**, found an enormous **hike**, since 2001, in the number and size of bribes given by young men and their families to avoid **conscription** and in those paid to get into universities. (Fixing a court case, Indem found, has got a bit cheaper.) Within the armed forces, the **graft** is astonishing. Andrei, a conscript from Novosibirsk, recalls that his unit was forced to **raise cash** to buy a car for an officer, by begging and selling **purloined** military **kit**. Russia's defense minister was recently obliged to issue a special order designed to stop officers hiring troops out as day laborers, and using them to build dachas.

Indem's most controversial finding was a **surge** in the volume of bribes paid by businesses, to a total amounting to more than double the federal budget. An **exaggeration** perhaps; but most businessmen confirm the deterioration.

Another Moscow-region developer estimates that 10% of his costs go in bribes: a project requires 50 licenses, and every license needs a bribe. Big business is less talkative, but no cleaner. Russia is a country where top state officials live luxuriously and make decisions, which have no innocent explanation. Faced with a problem that it cannot credibly deny, the usual Kremlin approach is to say that it is not a problem for Russia alone. This has been President Vladimir Putin's attitude to corruption; it is, he says, an issue in all transitional countries. But Russian corruption has some peculiar characteristics. It is partly an age-old function of the country's size and poverty: the tsar in Tolstoy's "Hadji Murad" is convinced it is "a characteristic of officials to steal". Communism **bequeathed** little regard for private property or civic duty, and left big networks of **patronage** dating back to institutions such as the KGB. Next came **wholesale** privatization **amid** weak regulation, and lots of oil

money. An optimistic view is that these **effects will wear off**. Indem did find that even as state officials get greedier, public **aversion** grows-for instance over the cost of "free" hospital care .

But Russian corruption doesn't just make life inconvenient, or hold back the economy: it kills people. When two aircraft blew up after taking off from Moscow last year, investigations revealed many ways in which bombs could be put on planes for cash. After the Beslan attack, reporters in Moscow proved it was possible to obtain official documents while using a photograph of Aslan Maskhadov, the Chechen leader who was later killed. The Beslan hostage-takers are thought to have bribed their way across internal borders. And how did over a hundred **militants** gather and arm themselves before launching the city-wide battle that struck Nalchik, not far from Beslan? "How can we **withstand** terrorism," asks Vladimir Lukin, the human-rights ombudsman, "with such a level of corruption?"

It has also prolonged and **aggravated** the conflict in Chechnya. Poor as the region is, it is lucrative: there are kidnappings, many of them, says Mr. Lukin, corruption-related; **embezzlement** of reconstruction money; smuggling; and even, it is said, arms sales by the army to **insurgents**. Elsewhere in Russia, security services are said to control **poaching** and prostitution.

Across the north Caucasus, corrupt local elites have monopolized the economy. The new president of Kabardino-Balkaria, of which Nalchik is the capital, **conceded** that unemployment and "not being able to start up one's own business without links to the authorities" had pushed youngsters towards militant Islam.

Corruption is like pain, a symptom of other problems. In Russia, they include a **neutered** parliament, **subservient** media and a **suborned** judiciary. Paying up encourages further extortion, ultimately raising costs all round. Worse, the traffic policeman who takes your bribe may take one next from a drunk-or a terrorist. In a country where **money talks**, it is easy to deliver a bomb.

1. **Think about the epigraph to the text.**
2. **Retell the text in chain.**
3. **Divide the text into logical parts and give titles to each.**
4. **Define the emphasized words.**
5. **Organize a role-play on the basis of the text.**
6. **Prepare the information about corruption in Ukraine.**

## Text№ 37. Turkey and corruption

### *Turkey's campaign against corruption in high places seems to be faltering*

**IF IT** is to join the European Union, Turkey needs to **tackle** corruption and clean up its security service and police. It says it is trying. Recent events raise some doubts.

An appeals court last week **quashed** the **convictions** of a senior police officer, an **intelligence** man and 12 others for membership of a gang that trafficked in heroin and arms, **laundering** the **proceeds** in casinos in northern Cyprus. The two senior men had each been sentenced in February to six years in prison, and the case had been seen as a test of Turkish resolve to punish members of the security forces and other senior officials and politicians **tainted** by large-scale corruption or linked to the killings of Kurdish dissidents by death-squads. But the appeal judge said the investigation had not been thorough enough, and demanded a re-trial.

Some Turks **keen to root out** corruption in high places say this would be welcome, if it led the accused to reveal the names of higher-ranking figures involved. Others fear that the case will get buried as the time in law allowed for it **runs out**.

The case springs from a car crash in Susurluk, a small provincial town, five years ago, when an armored Mercedes ran into a truck. In the car were Huseyin Kocadag, a prominent police chief, Abdullah Catli, an extreme-nationalist **hitman** previously convicted of heroin trafficking, and his girlfriend, a former beauty queen and drugs courier. All three died. The car's boot proved to be crammed with weapons. The one survivor, Sedat Bucak, a Kurdish MP whose private militia had helped the army fight Kurdish separatists, later claimed to have lost his memory. But investigation exposed a **cat's-cradle** of ties between politicians, officials and organized crime.

Adnan Keskin, a journalist who has courageously covered the Susurluk scandal for a liberal newspaper, Radikal, says he was rung up last week and warned to stop or "be prepared to face the consequences". The Susurluk gang has already killed several **nosy** journalists. The caller, says Mr. Keskin, was Mehmet Agar, an ultra-nationalist former interior minister who lost that post in 2003 after it emerged that he personally

had issued the hitman, Catli, with a special passport carried by senior officials. Mr. Agar was also stripped of his parliamentary immunity. But he was re-elected as an independent MP two years ago.

- *What are the features of corruption in Turkey?*
- **Define the emphasized words in the text.**
- **Discuss the text in the form of the press conference.**

## **Text № 38. Funds Vanishing in Chechnya**

### **German journalists look into the theft of budget allocations for the rehabilitation of Chechnya**

The influential German newspapers Frankfurter Allgemeine and Suddeutsche Zeitung have run a series of articles on the current situation in Chechnya. Besides "violations of civil rights" in that Russian region, the articles expose the continuing **misappropriation** (illegal spending) of funds designed for the rehabilitation of Chechnya.

One of the German journalists who wrote the articles, FLORIAN HASSEL, talks to MN's Dmitry Balbuurov.

#### ***Did you find many "black holes" in Chechnya?***

Quite a few. But we focused mainly on the public health system - a highly sensitive sector. Uivas Magomedov, who was the republic's health minister was sued on several counts (items) of **embezzlement** (theft). It seems that the cases have been **dropped** (stopped), for the present head of the Chechen administration Akhmad Kadyrov has decided against replacing the minister.

The misappropriation scheme is simple and efficient. Different enterprises in the same sector send requests for funds. Then all the requests are summed up and sent to Moscow. The money received is "put to use" in nonexistent projects.

Here is one example. In 2003, the Chechen administration's capital construction directorate applied for 107 million rubles to rebuild healthcare facilities. But a request made several months earlier was for 55 million rubles, supposedly to be used for the same purposes. I have copies of all the documents confirming the requests.

Deputy Health Minister Isa Dudayev told us that the minister had forced him to sign the 107 million rubles request. We checked the documents and discovered that the extra 50 million had gone to construction site in the town of Salsk. By the way, the firm in charge of that site had previously **pocketed** 25 million rubles intended for the Chechen Ministry of Education. I called Salsk and was told that the site had long been closed.

***What other interesting things have you found out?***

Last October, an audit of the state-owned pharmaceutical company Chechenfarmmedtekhnika revealed that the firm had misused a sum equivalent to 1.5 million euros. I made a round of several hospitals and medical centers in Chechnya which, according to documentary evidence, had received large sums to carry our repairs and purchase equipment. I saw for myself that nothing had been done there.

We also learned that the Health Ministry had bought 20 ambulances at 500,000 rubles each. (I was told in Grozny that one such vehicle cost 200,000 rubles at best). I looked inside one of them and saw no medical apparatus, which was supposed to have been paid for. The head physician of a hospital told me in private that a medical institution that wanted to get an ambulance from the Health Ministry had to produce a 10,000 ruble bribe.

As for other sectors, here is an example. A dry cleaning and laundry service is to be opened in downtown Grozny. The building for it is quite good, but the machinery inside is ancient, imported ages ago from former Czechoslovakia and East Germany.

From a private talk with one of the service's executives I learned that the service had had modern equipment, but it had been stolen and sold. The thieves are now waiting for the building to be destroyed or burnt down in the next **mopping-up** operation, so that they won't have to account for the money earmarked (allocated) for buying up-to-date equipment.

Do you know what amazed me most? The indifference of Russian journalists in Grozny whom we told about our findings. Amazingly, they were not in the least interested. As if the money stolen in Chechnya belonged to Germany and not Russia!

- **Make up a dialog between Florian Hassel and Dmitry Balbuurov**

## Text № 39 Liberalism against totalitarianism

In the mid-20th century, a new philosophy (or rather, a collection of philosophies) arose: totalitarianism. Totalitarian ideas were centered on the principle that absolute centralized control over all aspects of society was necessary in order to achieve prosperity, stability, and many other goals. Most totalitarians also wished to discredit and destroy liberalism in one way or another. In reply, liberalism spent most of the 20th century defining itself as an opposition to various **strains** of totalitarianism.

The Great Depression of the 1930s shook public faith in *laissez-faire* capitalism and "the profit motive", as well as the ability of unregulated markets to produce prosperity. Liberalism was to make a third dramatic transformation: the creation of a more **elaborate** state apparatus as the **bulwark** of individual liberty and the continuation of capitalism without resorting to dictatorship. Key thinkers in this transition were John Dewey, John Maynard Keynes, Winston Churchill and Franklin D. Roosevelt.

In Italy and Germany, nationalist governments arose that linked corporate capitalism to the state, rather than to individual liberty, and promoted the idea that conquest and national superiority would give these nations a rightful "place in the sun". The totalitarian states argued that democracy was weak and incapable of decisive action, and that only a strong leader could impose the kind of discipline that was necessary.

The rise of totalitarianism became a **lens** for liberal thought. The majority of liberals began analyzing their own beliefs and principles to find out where they had gone wrong. Eventually, they came to the conclusion that totalitarianism rose because people in a degraded condition turn towards dictatorships for solutions. From this, it was argued that the state had a duty to protect the economic well being of its citizens. As Isaiah Berlin put it, "Freedom for the wolves means death for the sheep."

People like Lujo Brentano, Leonard Trelawny Hobhouse, Thomas Hill Green, John Maynard Keynes, Bertil Ohlin and John Dewey theorized why and how a government could intervene in the economy without the country becoming a socialist planned economy. The above mentioned liberals took the name of **new liberals**, to underline how they **endorsed** the evolving tradition of personal liberty and dignity, while

rejecting the radical capitalist element from the classical liberal school of economic thought, as well as the revolutionary elements from the socialist school. The term "new liberal" has **passed out** of general use, and is now called "liberalism" in the United States.

The origins of this current can be found in the Liberal Party in Britain, particularly since Lloyd George's People's Budget. This is the "liberal tradition" that John Maynard Keynes claimed to uphold in the 1930s Oxford Liberal Manifesto of 1947 of the world organization of liberal parties, the Liberal International, also represents this form of liberalism. The influence of Keynesianism on Franklin D. Roosevelt's New Deal has led liberalism to be identified with the welfare state in the United States and in Canada.

- **What were totalitarian ideas centered on?**
- **What did most totalitarians wish to do?**
- **What was the role of the Great Depression of the 1930s?**
- **Who were the key thinkers of that time?**
- **What ideas did nationalist governments promote in Italy and Germany?**
- **Explain the following expression "place in the sun".**
- **Explain the following expression "Freedom for the wolves means death for the sheep."**
- **Why did the above mentioned liberals took the name of new liberals?**

## 11. Types of Meetings

### **meeting; session; sitting:**

special (extraordinary), annual, professional, daily, final, private (closed, secret); in camera

briefing, scientific, informal, general, associated (joined), open (public), official (formal),

regular, plenary, preparatory, business, section, grand, formal, ceremonial, special, commemorative session

meeting between sessions, round table meeting, ad hoc meeting, poster session, format of a session,

to begin/to close a session, to refuse (to decline) to take part in a session, to cancel (to eliminate, to call

off) a session, to adjourn (to postpone, to suspend) a session, to devote a session to some problem

to attend sessions, to invite participants to a session, to hold (to run) a session, to hold overlapping sessions

to move (to propose) the adjournment (postponement) of a session, to direct (to

govern) the procedure at a meeting to summon (to call, to convene) a session to bring up (to raise) some matter (at a session)

to attend (to participate in, to take part in) a session,

**to meet; to sit; to be (to sit) in conference; to be in session:**

without a break, periodically, on some problem, at regular intervals

**colloquium (pl -ia) plenum;**

plenary session, section, seminar; study group, workshop, session; meeting; sitting

### **Translate sentences using your active vocabulary**

1. Президент відкрив засідання вітанням, зверненням до присутніх учасників.
2. Заседание продолжалось без перерыва с 9 до 11 ч. утра.
3. Заключительное пленарное заседание проходило 1 июля, и оно, как всегда, было закрытым.
4. Официальная церемония открытия состоялась в понедельник 24 июня в 10 ч. утра.
5. Было принято решение отменить сессию исполнительного совета, с тем чтобы заключительное пленарное заседание могло состояться в субботу днем.
6. Открытое пленарное заседание комитета по исследованию космического пространства было посвящено выступлениям приглашенных организаций.
7. Пленарное заседание одобрило заявление проф. Д.
8. Пленарное заседание одобрило изменения в составе рабочих групп.
9. 11 членов присутствовали на заседании специального комитета.
10. Третья генеральная ассамблея ... состоялась в Варне с 4 по 10 апреля ... г.
11. Очередное заседание комитета включало совещание исполнительного совета и деловые заседания рабочих групп.
12. В 2 часа был объявлен перерыв на первом пленарном заседании до 4 часов.
13. Президент открыл первое рабочее заседание в 2 часа 40 мин. дня.
14. Семинар по специальному вопросу и семинар по использованию космоса проводились в... .
15. Заседания с представлением стендовых докладов будут состоять из обычных коротких сообщений о последних исследовательских данных.
16. Перед каждой сессией будет проводиться совещание, на котором председатель сессии сможет обсудить ее проведение с докладчиками.
17. Программа конференции предусматривала общие дискуссионные заседания.
18. Программа конференции была составлена таким образом, чтобы предоставить максимум времени для дискуссии.
19. Совещание экспертов и председателей, предшествующее заседанию по общей координации, обычно является необходимым условием успеха работы секций.
20. Докладчики, эксперты, а также председатели и заместители председателей ежедневных заседаний встречаются в 7.15 утра за завтраком для того, чтобы лучше познакомиться друг с другом и обсудить работу сессии.
21. Представленные доклады будут демонстрироваться только на стендах.
22. Демонстрация стендовых докладов будет проводиться в гостинице в указанные ниже дни и часы: ...

**Grammar Test № 8 Read, the conversation below and fill the spaces with a suitable tense.**

*Brian & Jessica are on a training course at a company that publishes popular magazines. During their first morning they meet for a coffee.*

**Brian:** Well, Jess, what have you been doing this morning?

**Jess:** Oh, it has been really busy. I.....round, all the different departments to see what they do. **(go)**. What about you? ..... anything interesting? **(see)**

**Brian:** I..... to the finance department, accounts and personnel. **(be)**

**Jess:** That doesn't sound very exciting!

**Brian:** No, you are right. But this afternoon I'm going to see the art department, where they, ..... the designs for all the magazines. **(prepare)**

**Jess:** Yes, I. .... that department already. **(see)**. They. .... some fascinating pictures today, but they don't always have such interesting material, they said. **(visit)**. And the editors.....always..... things at the last moment, which..... everyone very irritable. **(change / make)**

**Brian:** And I hear that the art editor has a very short temper.

**Jess:** Don't worry, he is not there today. He.....to some exhibition. **(go)**

**Brian:** Oh, good. Hey, who's that man over there? He.....us since we came in? **(watch)**

**Jess:** The one by the door? I don't know. He.....like a lawyer or something, not a journalist. **(look)** Perhaps, he... only....here to look round, like us. **(come)**

**Brian:** Careful, he..... this way. **(come)**

**Man:** Excuse me, are you the two trainees who..... the day here? **(spend)**

**Jess:** That's right.

**Man:** ..... yourselves? **(enjoy)**

**Brian:** Er, yes. Thank you. But -

**Man:** Oh, yes. I'm David Gordon. I.....this company. **(own)**

**Text № 40. Political Situation in Crimea Goes into Overdrive**

**Ukraine's autonomous republic of Crimea, where passions in the run-up to parliamentary elections are running high, may emerge as one of the "hottest political spots" on the CIS map**

On February 27, Leonid Grach, leader of the Crimean Communists and **incumbent** speaker of the parliament of the Crimean Autonomous Republic, **vowed** to organize a boycott of the elections in Crimea unless he and his bloc were allowed to run, and even hinting that Crimea could well ask to return to Russia.

Meanwhile, demonstration of force is already in progress. On February 27, some 2,000 people gathered at the center of Simferopol to protest the **ruling** passed by the Central District Court, which had canceled Grach's registration as deputy for the autonomy's Supreme Rada (Council). In the meantime, the Krymprod mash plant had to **halt** operation as its employees **staged a walkout** under red banners. A protest by activists of the Grach bloc, who put up tents in the capital's central square, has gone into its second week.

Even so, following the decision by the republic's electoral commission to **strike** 30 candidates for its Supreme Rada **off** the register, statements about a possible boycott sound rather strange: Crimeans will probably have no choice in the first place with the main **contenders** dropping out of the race. A day after the court disqualified Grach (citing inaccuracies in his income and property declaration as well as the use of his official powers in the election campaign), the republic's electoral commission decided to cancel the registration of 30 candidates for the autonomy's Supreme Rada. These include Sergei Kunitsyn, former prime minister of the republic and Leonid Grach's main opponent; and several members of his team, including Tatyana Krachikova, president of the Chernomorskaya television and radio company (it was her election campaign organizer, Inna Galkina, who initiated the **lawsuit** demanding cancellation of Grach's registration).

In most cases, the official grounds for canceling registration were the candidates' failure to **file** a personal obligation to **suspend** the performance of their official duties during the election campaign, as **stipulated** by local law. The decision, however, was instantly seen as Grach's response to his opponents. Meanwhile, most observers tend to see behind the Rada speaker's disqualification the "hand of Kiev" or rather, of V. Litvin, who headed the pro-government For a Single Ukraine bloc. Grach himself says **bluntly** that the move had an anti-Russian background, stressing that he and his bloc are pro-Russian: They advocate Ukraine's union with Russia and Belarus, and recognition of Russian as an official language in Crimea.

Russia's political elite reacted strongly to the latest developments in Crimea with such diverse political figures as Sergei Shoigu, Yuri Luzhkov, Gennady Raikov, Boris Nemtsov, and Gennady Zyuganov throwing their weight behind the "champion of Russian-Ukrainian friendship."

Recently Grach has seen enough **overtures** from Russia's top leadership to count on a measure of support. The question is whether Moscow can provide it, as despite the apparently good relationship between Russia and Ukraine, the last thing Kiev wants is a Russia-leaning Crimea. Not surprisingly, last year Ukraine's state budget allocated over \$10 million in support of "deported ethnic groups" - read Crimean Tatars, whose role on Crimea's political scene is becoming increasingly active.

- **Describe the political situation in Crimea.**
- **What contradictions collide in Crimea?**
- **Explain the emphasized words and expressions.**

## **Text № 41 Climatic Weapon.**

**The United States is going to test an installation that can be seen as a prototype plasma and climatic weapon system. This could prove disastrous for the planet**

### **Background**

In the late 1980s, Mikhail Gorbachev, in a gesture of good will, **conciliation**, and mutual confidence, invited U.S. President Ronald Reagan to conduct a joint experiment: a test of plasma weapons. The idea was to **pool** the efforts and build a network of **emitting** antennas in Siberia. Reagan, however, declined the invitation, and all **references** to plasma weapons have since disappeared from the media.

### **Secret Installation**

In 1992, in Gakona, 450 kilometers from Anchorage, construction began of a powerful radar station. In an uninhabited valley **nestling** between the mountains, a huge diesel electric power station was built with Pentagon money; nearby, 24-meter emitting antennas began to be mounted. The antenna field and the electric power station were linked by a broad straight highway. Some details of the project were provided by

Deutsche Welle reporter Vitaly Volkov: "The installation that is being built **amid** Alaskan snow is a vast antenna field with a total area of more than 13 hectares. Of the 180 antennas **envisioned** under the plan, 48 are already operational.

"The station is known as HAARP (High Frequency Active Auroral Research Program). The system's emitting power is 3.5 mW; its zenith oriented antennas can focus short-wave emission impulses on certain parts of the ionosphere, heating them up to the point of plasma formation. The program is **billed** as a research project but is **implemented** in the interests of the U.S. Air Force and Navy amid the **utmost** secrecy. No civilian scientists have access to it."

### **Geophysical Weapons**

Bernard Eastlund, who developed the principle of heating up the ionosphere, admits: There is evidence suggesting that it can be used to modify, say, the wind rose at high altitudes; so HAARP can influence the weather to a degree. HAARP's capabilities are easy to **visualize** if we recall magnetic storms **triggered** by solar flares. HAARP does essentially the same, but at separate sections of the atmosphere and the earth's surface while its radiation power exceeds solar radiation many times over. Therefore, the damage it can cause is also dozens and even hundreds of times greater.

The least it can do is **disrupt** radio communication across large areas, **impairing** the accuracy of satellite navigation, and "**blindfolding**" radars, including early and long-range warning air defense and **antiaircraft** systems. The impulse impact of a beam reflected from the auroral field can cause breakdowns and accidents in the power **grids** of whole regions. **Incidentally**, during solar flare days the number of accidents increases several fold. Even a relatively weak energy impact can be destructive - for instance, by producing electric fields and various electromagnetic processes in gas and oil pipelines, which will **precipitate** corrosion and lead to accidents.

What will happen to an airplane affected by such a powerful radio beam? All onboard electronic equipment will instantly be disabled or at least go **haywire** for some time. **Ditto** for a missile. A reflected impulse can also be targeted on a battleship or a submarine. Some of the energy will be absorbed by the atmosphere, but even if 10 percent of the 3.5 mW power reaches the target, there is no telling how the hardware and personnel will be affected.

It may be worth recalling that subsonic waves have a depressing effect on humans. They are also reflected by the auroral field and can plunge a whole city into a state of depression. The heating of certain parts of the atmosphere can cause serious climatic changes and, as a result, produce tornados, **drought**, or severe flooding. It is not ruled out that the **enhanced** radio wave impact will likewise have a negative impact on living organisms, including man. Within just a few years HAARP can effectively **cripple** the economy of a whole state.

Military experts believe that HAARP can well be used as plasma weapons. Its radiation will be enough to create in the atmosphere the so-called plasma screens that can destroy aircraft and missiles. This is, in fact, an antimissile weapon system based on new physical principles, which puts an entirely different **complexion** on President Bush's December decision to pull out of the **ABM Treaty**. It will cease to exist in six months - i.e., this coming June - and this is when HAARP tests are to begin. Some experts believe that HAARP will become a key component of the U.S. national missile defense system.

### **Global Threat**

The principle of tropospheric telecommunication is also based on the reflection of a narrow radio beam from an atmospheric layer. Technicians at these stations say that a bird coming under the impact of transmitter radiation, is instantly killed in flight. The effect is similar to that produced by a microwave oven.

What could happen if HAARP's powerful impulses begin to warm up the atmosphere? Rosalie Bertell, a well regarded Canadian scientist studying the impact of wars on ecosystems, believes that what we have weapons that can have catastrophic consequences for the environment.

An active disturbance of the ionosphere can release vast masses of free electrons - the so-called electronic showers. This can in its turn bring about a change in the electric potential of the poles with the **subsequent** shift of the earth's magnetic pole. The planet will **flip**, and it is anyone's guess where the North pole will be.

There are other threats, too: a dramatic increase in global warming with reflected waves heating up certain sections of polar lands with **hydrocarbon**, in particular natural gas deposits. **Resultant** gas **spurts** will have potential to change the atmospheric **spectrum** and, **conversely**, cause global cooling. The ozone layer can be destroyed with unpredictable climatic changes on entire continents.

- **What was the idea of a joint experiment?**

- What was the political situation in the 1980s?
- What are the abilities of the system?
- Speak on the consequences of the geophysical weapons.
- Organize a discussion between advocates and opponents of such a program.
- What is the role of international organizations concerning this problem?
- Define the emphasized words given in the text.

### Test 9 Choose the only right variant

1. Mike is looking for ...job.

- a a b the c an d -

2. I want those books. Please give... to me.

- a they b them c those d these

3. It was 10 o'clock. I... leave.

- a must b had c have to d had to

4. If I don't know a word I... in my dictionary.

- a look b look for c look up d look at

5. How much money do you spend... food each month?

- a on b. at c for d to

6. You should... alone at night.

- a not drive b not to drive c don't drive d not driven

7. She is a kind of person...likes to go to parties.

- a which b who c whom d where

8. Tom... study hard but now he doesn't study very hard.

- a use b didn't use to c used d used to

9. Have you ever been to England? Yes, I... there last year.

- a was being b had been c have been d was

10. He was supposed... after the

matter.

- a. to look b. look c. looked d. looking

11. Before you don't forget to turn off the TV set.

- a. will leave b. left c. leave d. have left

12. I heard a knock on the door but when I opened it there was ...outside.

- a somebody b nobody c. anyone d. anything

13. Why is Mike late? He has... missed the nine o'clock train or something really serious has happened to him.

- a. either b neither c both d so

14. Will you give me two... stamps?

- a else b still c more d another

15. Can you tell us.....amusing story?

- a another b other c else d more

16. He didn't... a word about his plans.

- a say b tell c speak d talk

17. I hope Mike will be ... than we were.

- a more lucky b lucky c most

lucky d luckier

**18. Ann told Mother that she... buy a birthday present for her brother.**

a is going to b was going to c was going d is going

**19. Will it make her... to us more often?**

a come b came c to come d coming

**20. She doesn't know if she... in time tomorrow.**

a came b come c comes d will come

### **Summarize the text in English and discuss it.**

До цього дня обговорюється питання, яким повинен бути журналіст. Деякі за те, щоб журналіст був фахівцем в певній галузі, скажімо, журналіст - інженер, лікар, економіст і т.д. Мені здається, такі журналісти особливо корисні в галузевих газетах, а для загальнополітичних газет більше необхідні журналісти-універсали. Журналістика вимагає від людини, що вибрала цю професію, енциклопедичних знань і прагнення вчитися все життя. Звернуся до власного досвіду. На мою частку випало освітлення роботи транспорту. Одного разу я повинен був бути присутнім на нараді у начальника станції Тбілісі. Але воно не відбулося, оскільки залізничне начальство зустрічало поважну дипломатичну особу. Вийшов я на платформу. Дізнався, що приїхав польський посол в Україну. Освітлення його перебування у нас було доручено іншому, досвідченішому репортеру. Я подивився навколо - на пероні жодного журналіста. Професійний обов'язок і хоробрість юності штовхнули мене до дипломата. Представився і попросив поділитися враженнями про поїздку. Він погодився, запросив поїхати з ним в польське консульство, куди ми і відправилися на "фіате". Там і відбулася бесіда, яку я записав, і вже на своїх двох (не те, що у репортерів у редакції транспорту тоді не було) помчав в газету. Там мене чекав редактор, попереджений мною по телефону і що зарезервував для мого матеріалу 100 рядків. Інтерв'ю було поставлено в номер. Обігнавши досвідчених колег, "королів репортажу", я відчував себе на сьомому небі.

- **Translate the text into English**
- **Share the impressions of being a journalist.**
- **What questions could you give to the diplomat your are speaking to?**

## Text № 42 Tracking Down Taliban Gold

Since the launching of U.S. military operations in Afghanistan, Taliban couriers have smuggled - on foot and on horseback thousands of gold ingots into neighboring Pakistan. From there, the bullion was forwarded to Dubai (U.A.E.), through an ingenious agent network

In November-December 2002, supporters of Osama bin Laden's al-Qaeda **carted** gold worth millions of dollars to hiding places, writes German weekly Der Spiegel. The gold was further expedited to agents stationed across the world. Investigators fear that the precious metal is already on its way to a secret place in a country where the next act of terrorism is being **engineered**.

The U.S. special services trying to **track down** the Taliban's gold have a **Herculean** task to accomplish. After months of laborious detection and processing of data from informers based in the United Arab Emirates, Pakistan, Europe and the United States, the investigators managed to put together the **jigsaw** of the Taliban's plan of action. Of one thing they are sure: Gold constitutes al-Qaeda's financial **backbone**.

It has been established that gold played a **pivotal** role in **masterminding** the 9/11 terror attacks. Why not dollars or pounds sterling? Because gold is a universal currency in circulation worldwide; it is easy to smuggle from one country to another, and whatever its destination, the bearer will not be questioned as to its origin.

The system **whereby** bullion is passed to confidential agents **baffles** the special services - they just can't trace its movement. After the couriers take the gold to reliable hiding places in Pakistan, its further journey is not their concern. The senders have no need for banking or postal services. The **dispatching** procedure is based on complete trust between the agents. For example, a trader in Karachi receives a **batch** of bullion and calls "friends" in the country to which he has to transfer payment for the gold, to tell them that everything is all right. His "friends" pay the terrorists the agreed sums in the country concerned, debts to them, if any, to be settled later. That is precisely how some of al-Qaeda's gold found its way to the United States.

Two to three million dollars in gold trade turnover reach Dubai daily, U.S. special services have estimated. Bullion worth roughly \$10 million was delivered there within just a week. The gold was brought there not

only by **muleteers**; also participating in the operations was the Taliban consul-general in Karachi. Two witnesses who helped him dispatch the gold have confirmed that in addition to the bullion, he had on him about \$600,000 in cash.

U.S. special services believe Dubai to be a safe **haven** for **money laundering** and contraband. The city **boasts** the world's largest and virtually uncontrolled gold market. In such a marketplace, no special service **sleuth** can possibly get on the track of bearers of al-Qaeda gold. Moreover, Dubai's banking sector's rules are liberal to the extent that they do not require accurate accounting.

The investigators are convinced that the \$500,000 apparently spent on preparing the terror attacks on New York's WTC passed through Dubai. One major firm believed to have had dealings with the organizers of those attacks is ARY Gold, but its owner flatly rejects all suspicions. "I have never done business with the warriors of Allah, I'm afraid of them myself," he told investigators, adding, "If you need 100 kilograms of gold, I'll get it for you within 12 hours. What you do with it is none of my business."

**Answer the following questions:**

- **Why was gold carted throughout the world?**
- **Consider the following: "The U.S. special services trying to track down the Taliban's gold have a Herculean task to accomplish. "**
- **Why gold is considered to be the financial backbone of al-Qaeda?**
- **Why is gold more convenient to use in terrorist actions?**
- **Why does the smuggling system baffle confidential agents?**
- **Give your commentary on the sentence: "The gold was brought there not only by muleteers; also participating in the operations was the Taliban consul-general in Karachi."**
- **What makes the work of special service sleuth impossible?**
- **Define the emphasized words and expressions in the text.**

## Text № 43 The War in Iraq and the World Resonance

The fierce **tableau** of smoke and flames that US bombs created over Baghdad—a visual message of America's **awesomely** destructive power—brought to mind Shelley's **meditation** on an ancient ruin, where a fallen pedestal bore the inscription: "My name is Ozymandias, king of kings. Look on my works, you Mighty, and despair!" Ozymandias's **stern visage** lay **shattered** in the sand. The US strategy of "shock and **awe**" was intended to **intimidate** Iraqis into **surrendering**, but it did not succeed, any more than the ancient ruler's **arrogant proclamation** protected his imperium. It is already obvious that Americans were grossly misled by the official expectations of another easy triumph for US power, but there is also the chilling recognition that war planners themselves may have been **seduced** by the propaganda. Empires, it seems, are eternally **vulnerable** to **hubris**.

Americans have become accustomed to quick, **low-casualty wars** with too-easy **claims** of **virtuous** results, but now they're getting the real thing, bloody, **ambiguous** and cruel. We were assured that our advanced technologies—precision bombing and digital communications—would let us minimize American casualties and spare Iraqi civilians. But already there have been terrible errors—including, it appears, the bombing of a Baghdad shopping area that left dozens dead or wounded. Such incidents are rapidly **eroding** any support that may have existed in the Arab world for the US objective of removing Saddam Hussein. Instead, they arouse intense anger against the United States—anger that's likely to grow regardless of the war's **outcome**.

The way these events **play out** could have a great **impact** at a time when fundamental questions are already on the table. A Brooklyn musician named Kyp Malone told the New York Times that he **mourns** the American losses but wonders, "Even if it's quick and easy, I don't know that I want to live in a world where America can just **roll over** any country it wants." Well said. Do the American people really want an empire? That question is raised by the marching protesters though not much in official circles. Yet under the "defense" strategy **enunciated** by Bush, Iraq is only the first battlefield of many.

The other big question, voiced by the **swelling** marches around the world, is about the **legitimacy** of war itself. In the global protests, it is possible to **discern** demands for a new standard of conduct—not

pacifism **per se** but a far more **demanding threshold** for the use of force, especially by the most powerful nations against weaker ones. Certainly, diverse populations and some leading governments have judged that America's **unilateral** war is illegitimate. Perhaps we are witnessing the beginnings of a broader movement that will eventually **compel** statesmen to reconsider the inherited rules of war among nations and **to fashion** new ones that are more moral and suitable to a globalizing world.

Continuation of the bloodshed and suffering is not **inevitable**. An effort is under way to call the United Nations General Assembly into session under the "Uniting for Peace" committee to seek ways to end the conflict, and while Washington is said to be doing everything it can to block such action, smaller countries have already shown they can stand up to **bullying**. Other routes, too, must be explored. The alternative is to allow the tragedy to proceed to its awful conclusion.

**Consider the following:**

- **The fierce tableau of smoke and flames that US bombs created over Baghdad;**
- **America's awesomely destructive power;**
- **To intimidate Iraqis into surrendering;**
- **Empires, it seems, are eternally vulnerable to hubris;**
- **Such incidents are rapidly eroding any support;**
- **The way these events play out could have a great impact;**
- **Swelling marches around the world;**
- **Legitimacy of war;**
- **Demanding threshold for the use of force;**
- **Unilateral war;**

### **Britain**

The night the war began, an ashen-faced woman in Parliament Square held up a photograph of a dead Iraqi soldier, "He's the same age as my son. I put a lot in bringing up my son." She'd come from Redbridge, a suburb not known for its radicalism. "We're far from politics," the man with her confirmed. "But this comes from heart. I just feel utterly disgusted."

Most people expected the protests in Britain to die down as the bombs started falling and the media switched into **we backing-our-boys mode**. It hasn't turned out that way. On first day of the invasion, spontaneous protests sprang up act the country in response to the Stop the War

Coalition's call a walkout from work, school or college. In Leeds, protest closed the main motorway; in Manchester several thousand young people shut down the city center. Civil servants left government offices, including the deputy prime minister's. Thousand of schoolchildren walked out of class with their teachers roaring and **chanting**, sitting in the streets. More than 200,000 people marched to Hyde Park with whistles, horns and drums crying: "Blair out, Blair out."

Scores of policemen stood shoulder to shoulder to **shield** people's representatives from their **constituents'** anger. When Blair appeared on television to announce the invasion beginning he looked **haggard**, almost desperate—a striking contrast to Bush's **smug belligerence**. He knew he was addressing deeply divided nation, asking us to trust him on a matter the fact no longer in his hands.

### **Vietnam**

In this country, where a US military attack echoes more loudly perhaps than anywhere else in the world, protesters against the war are expressing themselves from Hanoi in the north to central Vietnam to Ho Chi Minh City to the Mekong Delta in the south. 7,000 people demonstrated against new war. The chief **sentiment** is not support for Saddam Hussein but, in light of the Vietnamese experience with the American military, sympathy for the Iraqi people.

In Hanoi the government condemned the war as "a gross violation of fundamental principles of international law, including the United Nations charter." Such language is **unexceptional** in prosperous countries that look at the United States on an almost **equal footing economically**. In Vietnam, which desperately needs American trade and is urgently trying to attract US investment, the condemnation is an act of courage. Since the normalization of diplomatic relations less than ten years ago, the Vietnamese have worked hard to be friendly to an often indifferent America, and any criticism of the-United States is generally **muted**. The war against Iraq threatens to ruin the **meticulously** rebuilt relationship.

Meanwhile, the US Embassy has sent out an advisory warning us all to "avoid crowds and demonstrations"— which at least partly means, don't let your voice be heard if you happen to think this war is wrong.

### ***Russia***

A few hours after the United States launched its first missile attack against Baghdad, I spoke to 400 students and faculty at Moscow's largest university of commerce and economics. The mood in the packed hall was tense. My theme: the loyal opposition to war in America. The eager questions came in **rapid-fire** sequence: Will this war destroy the United Nations? How can a democratically elected President wage an unlawful war? Why does the Bush Administration treat us like a province of a new American empire?

These students are Russia's Westernized elite—the country's future leaders of commerce and business. Yet their anger at America was **palpable**. "We demand an end to the war.... We demand the resignation of the Bush Administration, and the exile of George Bush and his family from the United States." It continued, "Bush and his team of aggressors should be brought before an international tribunal and charged with crimes against humanity." The resolution was delivered by hand to President Vladimir Putin that afternoon.

While Russians **overwhelmingly** oppose the war—a poll taken few hours after it started shows that 93 percent view US actions against Iraq as the greatest threat to world peace. The weekend after the war began, about 2,000 members of the pro-Kremlin youth group Walking Together **braved** Moscow's subzero temperatures to **rally** outside the US ambassador's residence. They carried several thousand blue containers of oil. "We are ready to bring as much as is needed," the group's leader said, "to meet American needs and stop the war." Across from the US Embassy, about 300 largely elderly demonstrators waved banners and placards reading VETO TO WAR and USA—INTERNATIONAL TERRORIST No. 1. A small group of schoolchildren later joined the crowd and sang a song written for the occasion: America parasha, pobeda budet nasha, or "America is trash, victory will be ours."

### **France**

Paris following the first attack at 3 AM French time, the morning papers were ready with **generic** "War Is Here" headlines, accompanied by full-page images of dark skies. During the day, France was reminded in the media by President Chirac that peaceful disarmament could have been accomplished, and that "whatever the duration of the war, the long-

term consequences will be heavy," while Foreign Minister Dominique de Villepin insisted that the situation in Israel and Palestine represented a greater threat to Middle East peace than Iraq did, one that needed to be resolved with assured security for Israel and justice for the Palestinians.

Students of my son's lyceum went through with their planned walkouts, joining with students from across Paris. At a company where I tutor a sales executive in English, it was clear when I arrived that the receptionist had been crying. "I know what it's like to be bombed," she said, referring to her experience in Belgrade. "I can't believe they continue this insanity." My student said she was unable to concentrate on selling handbags. "I don't know a single person who believes in this war," she added.

Outside, heavy police guards were protecting the US Embassy and barricaded consulate, normally heavy traffic was halted within a 500-meter radius and an **eerie** silence hung over usually **congested** streets. Traditionally off-limits to demonstrations because of its proximity to the US Embassy, the immense Place de la Concorde began filling up with 100,000 protesters by 6:30 PM. Students arrived with a loudspeaker playing "Imagine" and "Stop the War." Members of Americans in France Against the War on Iraq attached posters to their bodies on which were printed a drawing of George W. Bush and the words "Wanted: War Criminal."

### China

The pedicab driver stretched out in the passenger seat, his legs thrown over the bicycle seat, half dozing and half listening to the latest news updates in the hours after America began its missile strikes against Iraq. This image stuck in my mind while I walked through Beijing's streets, because it seemed to illustrate China's passive yet paradoxically **vigilant** attitude toward the unfolding war.

Given China's censored media, citizens have generally suffered from a lack of information but not during this war. Radio talk shows discuss America's possible military strategies. Mobile phone users are receiving news about the war via text messages. Passengers watch the latest war updates on flat-screen televisions on Shanghai's public buses. State-controlled television news has been running twenty-four-hour coverage. And if China is officially taking a more muted **stance** (it condemns the US action but did not threaten to veto the UN resolution), the country can at least take an active role in monitoring the unfolding events.

The words "Iraq" and "America" have been passing through their lips in recent weeks, but many Chinese don't seem to have a specific opinion on the matter—until you listen closely to what they're saying. "We don't care about so many things. After living through the Cultural Revolution, we've learned not to interfere," one middle-aged tea vendor said. Then he continued: "We're not going to interfere in the matter, just as America shouldn't be interfering in other countries' business." Indeed, he has made his point, albeit in the least confrontational way possible. Others were more blunt. "America is too **hegemonic**," one cab driver said. "They're trying to be the world's policeman. I think a country should take care of their own affairs before managing others'."

- **Organize a round table discussion about how different countries respond to the war in Iraq.**
- **Express your own opinion on the topic.**

## 12. Agenda

agenda:

overcrowded provisional

(tentative) approved

for a session the agenda

is as follows... as it stands

draft of the agenda

item (point) of the agenda

(agenda item)

the examination (consideration)

of the agenda to include (to incorporate) in the agenda

to approve to reject to propose

to adopt an/the agenda

to circulate to consider

to draw up to fix

to proceed to the agenda

to schedule agenda items

to remove (to cross out) a point

from the agenda

to appear (to be) on the agenda

other business;

miscellanea;

### Translate sentences using your active vocabulary

1. Председатель предложил собранию повестку дня, состоящую из семи пунктов.

2. Были утверждены девять пунктов повестки дня пленарного заседания.
3. Во время заседания был высказан ряд мнений по различным пунктам повестки дня.
4. Одним из важных пунктов повестки дня является программа международного сотрудничества в области геологии.
5. На пленарном заседании предстоит рассмотреть еще один важный пункт повестки дня, касающийся места и времени проведения следующей конференции.
6. На заседании группы специалистов продолжалось обсуждение пунктов повестки дня.
7. Проект повестки дня был разослан всем участникам конференции.
8. Председатель собрания: «Сейчас я оглашу повестку дня».
9. Приступаем к первому пункту повестки дня.
10. Предлагаем исключить этот пункт из повестки дня.
11. Проф. Н. выступит по второму пункту повестки дня.
12. На этом мы заканчиваем обсуждение третьего пункта повестки дня.
13. Повестка дня будет, в общих чертах, следующей: ...
14. Повестку дня следует тщательно рассчитать по времени, не допуская ее перегруженности.
15. Если повестка дня не была заранее разослана делегатам, председатель должен огласить ее.
16. Повестка дня будет составляться после представления поправок к ней.
17. Председатель должен досконально знать все тонкости вопросов, включенных в повестку дня.
18. Следует избегать постоянного прерывания работы заседания для обсуждения процедурных вопросов.

## **Text № 44 Nikolaev Region: International Relations**

### **a) The Delegates of the Profintern Congress in Nikolaev (Newspaper "Shlyakh Industrializatsii," 19. 09 1930)**

Yesterday the group of 34 delegates of the Profintern Congress arrived from Odessa to Nikolaev. There were delegates from Great Britain, the USA, Canada, Japan, Formosa Island (Taiwan), Africa, and Latvia. The delegates presented various professions: miners, railway workers, electricians, engineers, textile workers, wood -cutters, shoemakers, tailors, sailors and farmers. Besides, there were leaders of the unemployment march to London in 1929. The delegates had already visited Kiev, Bryansk and Odessa.

Yesterday the delegates surveyed the new elevator and the same evening there was a **linkage** (acquaintance) of our workers with the foreign delegation. Today the delegates are going to leave Nikolaev and go to Donbass.

- **What is was main purpose of the visit?**
- **Dramatize the meeting among the workers.**
- **Share your opinion after the visit.**

**b) Nikolaev – UNO: Special Ties**  
**(Newspaper "Vecherny Nikolaev" 15.08.2000 № 92)**

Last Friday three modest rooms on the fifth floor of the City Executive Committee assumed a special status. There was established Nikolaev branch of the centre of electronic information **attached to** UNO. At the **commencement meeting** were present our city authorities and the coordinator of the system "UNO in Ukraine" Pedro Vilyanueza. The newly formed branch was the result of the teamwork and the initiative of the city authorities. It was the first branch, which had been founded in Ukraine. Besides, the fact that three UNO programs function on the territory of our region also helped to create the above-mentioned branch. These programs are: "Support of Small Business", "UNO-ANTIAIDS" and "People's Employment". The branch consists of two modules: "The Branch of the Electronic Library of the Stable Development" which will give the opportunity to have direct contacts with the UNO servers and use the electronic databases of this international organization and "The Municipal Business Incubator".

- **Dramatize the commencement meeting of the Branch**
- **Discuss the importance of such an event for our region.**
- **Give a presentation of each of the three programs.**

## **Text № 45. Mother Teresa**

**Make sure you know the following words:**

nun — черниця

Macedonia — Македонія

Agnes — Агнеса

Calcutta — Калькутта  
convent — монастир  
the principal — директор  
filthy — брудний  
missionary — місіонер, проповідник  
slum — нетрі  
donation — дарунок, грошове пожертвування  
to mourn — оплакувати, уболівати

Mother Teresa was a simple nun. She never wanted to be famous, but everyone in the world knew who she was. She received many important awards. She traveled around the world to accept them. She asked people for help. Then she gave everything to the poor.

Mother Teresa was born Agnes Gonxha Bojaxhiu in 1910 in what is now Macedonia. She was the youngest of three children. Agnes's father died when she was a child. Her mother made dresses to support the family. Agnes's mother also liked to do charity work, such as visiting the sick. Agnes often went with her, and she enjoyed helping these people. She was a good and religious girl.

Even as a child, Agnes wanted to be a nun. When she was 18 years old, she joined a group of nuns in Darjeeling, India. There, she chose the name Teresa. Then she went to Calcutta to work at St. Mary's School. The school was in a convent. Sister Teresa lived in the convent and worked at the school for 20 years. She eventually became the principal. During all those years, Sister Teresa was always concerned about how other people lived. The convent had clean buildings and beautiful lawns. But outside the convent, the streets were dirty and crowded and full of very poor people.

One day in 1946, Sister Teresa was riding on a train to Darjeeling. She looked out of the window and saw dirty children. They were wearing rags and sleeping in doorways. Sick and dying people were lying on filthy streets. She loved her work at the school, but she realized that other people needed her help more. At that moment, she believed God sent her a message. She decided to go to work with the poor.

Two years later, Sister Teresa left the convent. First, she went to a hospital to learn to take care of sick people. After three months, she was ready to live with the poor and the sick. One day, she saw a group of poor children and called them to her. She told them she was going to open a school. The school had no roof, no walls, and no chairs. On the

first day, only five students came. She used a stick to write lessons in the dirt.

Several months later, Sister Teresa had many students. Everyone in Calcutta knew about her. A friend let her use part of his house for the school. She taught the children language and math. She also taught them how to keep clean and stay healthy. Soon, other nuns came to help her. Sister Teresa was happy that they wanted to join her. But she told them that life with her was not easy. She said that everyone had to wear the same clothes - white cotton saris. She wanted all the nuns to look like the poor people in India.

In 1948, Sister Teresa started her own group of nuns. They were called the Missionaries of Charity. She was their leader, so they called her "Mother" Teresa. The nuns lived in the slums with people who were poor, dirty, and sick. It was hard work and the days were long. But many young nuns came from around the world to join Mother Teresa.

One day, Mother Teresa saw an old woman in the street. She took her to a hospital. They refused to help the woman because she was poor. Mother Teresa decided to open a place for the sick and the dying. Later, she started homes for children without families. She also started clinics. Over the years, news of her work spread around the world. Many people sent her donations of money. Others came to work with her in India or other places. By 1990, the Missionaries of Charity were working in 400 centres around the world.

Over the years, Mother Teresa received many great awards, such as the Nobel Peace Prize. But she always said her greatest reward was helping people. Her message to the world was, "We can do no great things - only small things with great love". She died in 1997 at the age of 87. The whole world mourned her death.

### **Task 1. True or False Statements**

**Listen to the text. Put a tick (+) next to the true statements and cross (-) next to the false ones.**

1. Everyone in the world knows who Mother Teresa was.
2. Agnes chose the name Teresa when she joined a group of nuns in India.
3. Sister Teresa had worked at St. Mary's school for 20 years and eventually became a principal.
4. Sister Teresa was rarely concerned about the convent where the school was.

5. She decided to go to work with the poor because she didn't like her work at school.
6. Sister Teresa was the only nun in the school she opened.
7. In their white cotton saris Sister Teresa and the nuns looked like poor people in India.
8. The Missionaries of Charity called her "Mother" Teresa because she guided and directed them.
9. The Missionaries of Charity worked mainly in India.
10. Mother Teresa didn't consider the Nobel Prize the greatest reward.

## **Task 2. Multiple Choice Questions**

**Listen to the text again. Choose the one best answer A, B, C, D to each question.**

**1. Mother Teresa became famous because she...**

- A. started a hospital.
- B. was a good teacher.
- C. knew everything about everybody.
- D. lived her life to help others.

**2. When Agnes was 18 years old, she went to...**

- A. Macedonia.      C. India.
- B. Mexico.          D. Indonesia.

**3. Sister Teresa lived and worked in the convent in Calcutta for...**

- A. two years.      C. twenty years.      B. twelve years.      D. twenty two years.

**4. Right after Sister Teresa had left the convent, she...**

- A. went to hospital to learn to take care of sick people.
- B. went to Calcutta.
- C. traveled around the world to accept awards.
- D. went to St. Mary's School.

**5. Sister Teresa decided to work with the poor...**

- A. when she did charity with her mother.
- B. when she saw sick and dying people lying on dirty streets.
- C. when she asked people for help.
- D. when she opened her school.

**6. Mother Teresa's first school...**

- A. taught religious subjects only.
- B. was very small and simple.
- C. wasn't liked by the people of Calcutta.
- D. had clean buildings and beautiful lawns.

**7. The Missionaries of Charity was...**

- A. an international organization.

- B. a local company.
- C. a good working system.
- D. the group of nuns.

**8. The nuns who worked with Mother Teresa...**

- A. wanted to be famous.
- B. lived like other nuns.
- C. had a very hard life.
- D. learned languages and math.

**9. Mother Teresa and her group of nuns wore...**

- A. old and torn clothing.
- B. long black dresses.
- C. white cotton saris.
- D. plain clothes.

**10. She died...**

- A. in 1998 at the age of 87.
- B. in 1999 at the age of 97.
- C. in 1997 at the age of 87.
- D. in 1998 at the age of 97.

**Test № 10**

**1. If I... \$ 100 in the street I would keep it.**

- a. found; b. find; c. will find; d. founded.

**2. I wish I... something about the car.**

- a. know; b. knew; c. knows; d. will know.

**3. The weather was awful. I wish it... warmer.**

- a. was; b. is; c. will be; d. had been.

**4. If I... you when you passed me in the street, I would have said hello.**

- a. saw; b. had seen; c. will see; d. have seen.

**5. You're not allowed into the club unless you... a member.**

- a. have been; b. will be; c. are; d. were.

**6. I told the hotel receptionist that I wanted to ... at 6:30.**

- a. wake; b. be woken; c. have been woken; d. woke.

**7. Two people are reported ... in the explosion.**

- a. to kill; b. to be killed; c. to have been killed; d. to being killed

**8. I think you should....**

- a. cut your hair; b. cutting your hair; c. cuts your hair; d. have your hair cut

**9. Tom said his parents... very ill.**

- a. were; b. was; c. are; d. is.

**10. We've got a... time.**

- a. small; b. very little; c. a few; d. many.

**11. By the year 2002 the population of the Earth....**

- a. will be twice b. is twice c. doubled d. will have doubled

**12. I was asked if I...the tires before I took the car out.**

- a. checked b. had checked c. has checked d. had been checked

**13. ...Hague is situated in...Netherlands.**

- a. -, - b. the, - c. -, the d. the, the

**14. There is nothing more annoying than...when you are speaking.**

a. been interrupted b. been interrupting c. being interrupted d. being interrupting

**15. As I see, the windows...for years here.**

a. haven't been cleaned b. hasn't been cleaned c. have cleaned d. weren't cleaned

**16. If he... in bad light, he'll ruin his sight.**

a. reads b. read c. will read d. to read

**17. There...of programs on TV about Japan.**

a. was series b. was a series c. were series d. was the series

**18. I've got.....experience of anybody in the office.**

a. fewer b. the fewest c. less office d. the least

**19. If you...your job what would you take up?**

a. change b. changed c. had changed d. would change

**20. ...my opinion, you were right.**

a. to b. on c. in d. by

## **Text № 46 The Mole People**

New York is famous for its 24-hour street life. But below street level, in New York's thousands of tunnels, there is a very different city with a population of around 14,000. This is where the "Mole People" live. The "Mole People" don't like being called "Mole People". Many don't like being called "the underground homeless" either because they have finally found somewhere to call home in the network of subway and railroad tunnels. In some areas these tunnels are often seven levels below the street. Unlike most American homes, the smell of waste hits you in face. But the people that live there get used to that quite quickly and learn the places where there's less of a smell... and fewer rats! (although, some actually eat the rats!).

People live here for a variety of reasons; two very common ones are that it's safer and warmer than the streets or they are hiding from abusive family members. Some inhabitants say they were attacked when they were homeless on the streets and are too scared to live there again. Other more "extreme" tunnel inhabitants simply reject the outside world and "the system". Although some live in solitude, the population generally divides into different communities. Runaways and drug addicts are two large groups but there are more. Some inhabitants are mentally ill. Some are women who don't want their children taken away from them, so they

take them to live in the tunnels. Many inhabitants criticize mothers doing this, saying that it's a terrible place for children to live in. It's not most adults' choice either.

The best place to live is not too near the surface because there can be too much noise from the trains (and the rats live at the top), but not too deep either. "There are some who live so deep down that nobody sees them and they don't really speak", says one inhabitant. This is many people's perception of who most of the tunnel people are, but this is incorrect; some have **menial** jobs above ground, in some tunnels there are fresh water pipes, and although it is dark most of the time in the tunnels, some have power cables so that electrical devices and lights can be used. Some tunnels even have their own mayor or representative. Although some tunnel inhabitants never leave, others beg for food during the day. In theory, it's hard to starve in New York because people and restaurants tend to throw so much food away.

Another way of surviving is to collect cans. Some stores will give a couple of cents per can collected. The outside world is not invited into the tunnels, visitors are not welcome and are often treated with suspicion and hostility. It is for this reason there is not much written about them. Many tunnels have "guards", others require a "code" to get in. As the tunnel dwellers are not part of "the official city", they are not given much help with their health or welfare.

### **Task 1. Multiple Choice Questions**

Read the text. Choose the one best answer A, B, C, D to each question.

**1. The text is primarily about...**

A. the advantages of street life. B. the disadvantages of underground life. C. the life of underground homeless. D. the animals' life.

**2. The "Mole People" live...**

A. in caves. B. in mines. C. in tunnels. D. in basements.

**3. The most common "neighbors" of the homeless are...**

2. A. rats. B. cats. C. moles. D. dogs.

**4. The "Mole People" are called like this because...**

A. they are compared with an animal that lives under the ground.

B. they dig the ground like that animal.

C. they are as dumb as a mole.

D. they like moles.

**5. Some family members of the "Mole People" are called abusive because...**

A. they used their homes in the wrong way. B. they were unkind to their own children. C. they spoke the rude language. D. they treated them badly.

**6. The following ways of life mentioned in the text are typical of the "Mole People" except...**

A. solitude. B. communities. C. large groups. D. clans.

**7. The children also live under the ground because...**

A. they are abused to the underground life. B. they want to exercise the underground life. C. their mothers don't want to part with them. D. their fathers have driven them away.

**8. Some "Mole People" don't even speak because...**

A. they are dumb. B. they have nobody to communicate with. C. they don't want to do it. D. they don't know the language.

**9. The "Mole People" use few modern gadgets because...**

A. the use of many electrical appliances is forbidden under the ground.

B. some of them won't work underground.

C. they can't afford themselves to buy many of them.

D. they are indifferent to them.

**10. The "Mole People" don't get help from the government because...**

A. they don't need it. B. they don't live the official life. C. they are quite safe under the ground. D. they don't obey the state laws.

**Task 2. Read the text again and then give the detailed answers to the questions.**

1. Why do you think the tunnel inhabitants are considered outsiders?

2. What do you think the "Mole People" do to survive?

3. What would you do for a homeless if he or she once asked you to help?

### **Can You Speak Over the Telephone?**

#### **A Hotel Reservation**

**Receptionist:** Reception desk. Tavistock Hotel. Good morning.

**Mr Serov:** Good morning. This is Intourist. We'd like to make a reservation for Mr Marchenko.

**Receptionist:** Could you spell the name, please?

**Mr Serov:** Yes, certainly. M-a-r-c-h-e-n-k-o.

**Receptionist:** Thank you. What accommodation do you require?

**Mr Serov:** A single room, with private bathroom, for three nights from the 7th of October.

**Receptionist:** Would you hold on a moment, please, I'll see whether we have the accommodation available.

**Mr Serov:** Thank you.

**Receptionist:** Yes, I can reserve a single room with bath, from the 7th of October, for three nights. It's an inside room on the fifth floor.

**Mr Serov:** Would you please see that it's a quiet room?  
**Receptionist:** We will try.  
**Mr Serov:** Thank you. What will the charge be?  
**Receptionist:** 10.50 daily, plus 12% service charge, inclusive of breakfast. Would you please confirm this reservation in writing?  
**Mr Serov:** Yes, I'll write you today. Receptionist: Thank you. Good-bye.  
**Mr Serov:** Good-bye.

### **A Restaurant Reservation**

**Manager:** Hello. Savoy Restaurant.  
**Mr Dedov:** Good afternoon. This is Dedov from Techmachimport here. We would like to make arrangements with you for a small dinner party for tomorrow night.  
**Manager:** Very good, sir. How many people do you expect?  
**Mr Dedov:** We'll have 20 persons.  
**Manager:** Then I think the Rose Room would be the most appropriate. I suggest one long table, nine on each side, with one at each end. That would leave plenty of space for a little bar to be set up for your drinks.  
**Mr Dedov:** That sounds fine. I like the idea of the little bar.  
**Manager:** What would you like to order for dinner?  
**Mr Dedov:** Well, I was thinking of, say, a four-course affair with wines and champagne.  
**Manager:** Then I'd suggest hors-d'oeuvre or turtle soup, sole or omelet, beef fillet or roast duckling. And for dessert ice pudding.  
**Mr Dedov:** Good. It suits my taste admirably.  
**Manager:** And what about the wines?  
**Mr Dedov:** If we are having soup, I think we'll take a dry sherry. For the main course a red wine definitely and then finish up with champagne. That's all. Anyway I think that would be roughly what I have in mind.  
**Manager:** Good. What time do you wish to begin?  
**Mr Dedov:** 7 for 7.30.  
**Manager:** Thank you very much, Mr Dedov. Good-bye.  
**Mr Dedov:** Good-bye.

### **Booking a Plane Reservation**

**Clerk:** British European Airways. Good morning.  
**Mr Bardin:** Good morning. My name is Bardin. I'd like to book a seat on the plane to Rome for Monday, the tenth.  
**Clerk:** Yes, sir. Do you want to travel economy class or first class?  
**Mr Bardin:** I'd like first class.  
**Clerk:** I'll check the time-table for you. Will you hold on, please? There is a flight leaving Heathrow at 11.55 on Monday and arriving in Rome at 13.30. It flies non-stop.  
**Mr Bardin:** That suits me. What time do I have to get to the airport?  
**Clerk:** You'll have to be at West London Air Terminal by 10.20 at the latest. The coach leaves for the airport at 10.30. But if you are going to the airport on

your own you must be there before 11.30 and you can pick-up your ticket at the airport booking-office.

**Mr Bardin:** Thank you. Good-bye.

**Clerk:** Good-bye.

### **Booking Theatre Seats**

**Clerk:** Hello. National Theatre.

**Mr Lazarev:** Hello. I'd like to know what's playing tonight?

**Clerk:** "Long Day's Journey into Night" by O'Neill starring Laurence Olivier.

**Mr Lazarev:** I want to reserve two stalls, please.

**Clerk:** Sorry, sir. All stalls are sold out. Would the dress-circle do?

**Mr Lazarev:** Are the seats good?

**Clerk:** First row (Row A), seats 16 and 17, that'll be right in the middle to the left of the central aisle.

**Mr Lazarev:** How far to the left?

**Clerk:** The second and third seats, sir.

**Mr Lazarev:** All right. I guess that will do. My name is Lazarev. I'll call for them some time around seven.

**Clerk:** Very good, sir. We'll keep your booking till seven then. Good-bye.

**Mr Lazarev:** Thank you. Bye.

## **EXERCISES**

**I. Read the dialogues and reproduce them paying attention to telephone phrases.**

**II. Say something in reply to the following remarks and questions.**

1. Would you like to make a long-distance call, please? 2. Can you find his phone number for me? 3. Do you want to make a person-to-person call? 4. I'm afraid there will be some delay. 5. Could you spell the name, please? 6. Do I have to confirm my reservation in writing? 7. I would like to make arrangements with you for a birthday party (with the manager of a restaurant). 8. We would like to invite you for our Christmas dinner. 9. Why doesn't this flight suit you? 10. Sorry, I can't give you a definite answer.

**III. In what situations would you say the following?**

1. Cannot get in touch with him. 2. The use of a large telephone directory is somewhat difficult. 3. I'm sorry you don't have single rooms with private bathroom available. 4. I would ask you to see that the apartment is a quiet one. 5. Do you have accommodation with a less service charge?

6. We would like to make arrangements with the restaurant manager for a small dinner party. 7. A flight leaving Heathrow at 11.55 on Monday does not suit me. 8. We would prefer to have our seats in the middle of the fifth row. 9. They've changed the cast and we are returning the tickets to the booking office. 10. At last we have come to the airport. Thank you for the lift.

#### **IV. Reserve by phone:**

1. two rooms at the hotel for your colleagues who are coming to New York on Friday; 2. a passage on board the ship bound for Leningrad; 3. two seats on the train to Paris; you want to travel first class; 4. a table at the restaurant; arrange with the manager what you will have for dinner; you will be entertaining your friends; 5. a long-distance call to Madrid; you want to make it personal; ask the operator about the charge rates; 6. a seat on the plane to Moscow after you inquire about flights and make sure that the take-off time is convenient to you; 7. two seats at Covent Garden for a Sunday matinee.

## **Text № 47 Alfred Bernhard Nobel**

Alfred Bernhard Nobel, a Swedish inventor and philanthropist, **bequeathed** most of his vast fortune to a trust that he **designated** as a fund from which annual prizes could be awarded to the individuals and organizations that had achieved through invention or discovery that which would have the greatest benefit to humanity in a particular year. According to the legend, Nobel's death had been **erroneously** reported in a newspaper, and the focus of the obituary was the fact that Nobel had invented dynamite. He rewrote his **will** in 1895, thereby establishing, with the original amount of nine million dollars, the Nobel Foundation as the legal owner and **administering** agent of the funds, and instituting the prizes that are named after him. Statutes to govern the awarding of the prizes were written, along with guidelines for operating procedures. Five years after Nobel's death, the first five prizes, worth about forty thousand dollars each, were to be awarded.

Originally the five classifications for **outstanding** contributions designated in Nobel's will included chemistry, physics, physiology or medicine, literature, and international peace. These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901. In 1969, a sixth prize, for accomplishments in the field of economics and **endowed** by the Central Bank of Sweden, was added. Candidates for the prizes must be nominated in writing by February 1 of each year by a qualified and recognized authority in each of the fields of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy, whereas recipients in peace are chosen by the Norwegian Nobel Committee appointed by Norway's parliament. With the King of Sweden **officiating**, the prizes are usually presented in Stockholm on December 10, the anniversary of Nobel's death. The value, fame, and prestige of the Nobel Prizes have continued to grow. Today the prize includes a medal, a diploma, and a cash award of about one million dollars.

**1. What does this passage mainly discuss?**

- a. Alfred Bernhard Nobel
- b. The Nobel Prizes
- c. Great contributions to mankind
- d. Swedish philanthropy

**2. Why were the prizes named after Nobel?**

- a. He left money in his will to establish a fund for the prizes.
- b. He won the first Nobel Prize for his work in philanthropy.
- c. He is now living in Sweden
- d. He serves as chairman of the committee.

**3. The word **will** refers to**

- a. Nobel's wishes
- b. a legal document
- c. a future intention
- d. a free choice

**4. How often are the Nobel Prizes awarded?**

- a. Five times a year
- b. Once a year
- c. Twice a year
- d. Once every two years.

**5. The word **outstanding** could best be replaced by**

- a. recent
- b. unusual
- c. established
- d. exceptional

**6. What does the author mean by the statement: *These prizes have been administered continually by the Nobel Foundation in Stockholm since they were first awarded in 1901.***

- a. The Nobel Foundation oversees the management of the money and the distribution of the prizes.
- b. The Nobel Foundation selects the recipients of the prizes.
- c. The Nobel Foundation solicits applications and recommendations for the prizes.
- d. The Nobel Foundation recommends new prize classification

**7. A Nobel Prize would NOT be given to**

- a. an author who wrote a novel
- b. a doctor who discovered a vaccine
- c. a composer who wrote a symphony
- d. a diplomat who negotiated a peace settlement

**8. Why are the awards presented on December 10?**

- a. It is a tribute to the King of Sweden
- b. Nobel died on that day
- c. That date was established in Nobel's will
- d. The Central Bank of Sweden administers the trust

## **Text № 48 Political philosophy**

**Political philosophy** is the study of the fundamental questions about the state, government, politics, property, law and the **enforcement** of a legal code by authority: what they are, why they are needed, what makes a government **legitimate**, what rights and freedoms it should protect and why, what form it should take and why, what the law is, and what duties citizens owe to a legitimate government, if any, and when it may be legitimately overthrown - if ever.

### **History of political philosophy. The classical period**

Political philosophy most broadly concerns the nature and forms of power; more specifically, it involves the principles for proper governance.

As an academic discipline, political philosophy has its origins in ancient Greek society, when city-states were experimenting with various forms of political organization including monarchy, tyranny, aristocracy, oligarchy, and democracy. The first classic work of political philosophy is Plato's *The Republic*, which was followed by Aristotle's *Politics*. Roman political philosophy was influenced by the Stoics, and the Roman statesman Cicero wrote on political philosophy.

The early Christian philosophy of Augustine was **by and large** a rewrite of Plato in a Christian context. The main change that Christian thought brought was **to moderate** the Stoicism and theory of justice of the Roman world, and emphasize the role of the state in applying mercy as a moral example.

### **Islamic period**

The rise of Islam based on both the Qur'an and the political philosophy of Muhammad drastically altered the power balances and perceptions of origin of power in the Mediterranean region. Early Muslim philosophy emphasized an **inexorable** link between science and religion, and the process of Jihad to find truth - **in effect** all philosophy was "political" as it had real **implications** for governance. By the medieval period, however, the Asharite view of Islam had in general triumphed and all philosophy was henceforth subordinated to theology - a situation that persisted until the rise of modern Islamic philosophy.

### **Medieval period**

Medieval political philosophy in Europe was heavily influenced by Christian thinking. It had much in common with the Islamic thinking in that the Roman Catholics also subordinated philosophy to theology. Perhaps the most influential political philosopher of the medieval period was St. Thomas Aquinas who helped reintroduce Aristotle's works, which had been preserved **in the interim** only by the Muslims. Aquinas's use of them set the agenda for scholastic political philosophy, and dominated European thought for centuries.

The most influential work, however, was that which ended this period, that being Niccolò Machiavelli's *The Prince*, 1532. It is that work, and *The Discourses*, a **rigorous** analysis of the classical period, from which modern political philosophy is largely derived.

## **The Enlightenment**

During the Enlightenment, new theories about human psychology, the discovery of other societies in the Americas, and the changing needs of political societies (especially in the wake of the English Civil War and the French Revolution) led to new questions and insights by such thinkers as John Locke, Thomas Hobbes, and Jean-Jacques Rousseau - known by most for his influential theory of the social contract.

These theorists were driven by two basic questions: by what right or need do people form "states," and what is the best form for a "state." These large questions involved a conceptual distinction between "state" and "government." Basically, "state" refers to a set of **enduring** institutions through which power is distributed. "Government" refers to a specific group of people who occupy these institutions, and exercise particular policies. This conceptual distinction continues to operate in political science, although some political scientists, philosophers and historians have argued that most political action in any given society occurs outside of its state, and that there are societies that are not organized into states which nevertheless must be considered politically.

Political and economic relations were drastically changed by these views as the **guild** was subordinated to free trade, and Roman Catholic dominance of theology was increasingly **challenged** by Protestant churches subordinate to each nation-state and which preached in the "vulgar" or native language of each region.

In the Ottoman Empire, these reforms did not take place and these views did not spread until much later. Also, there was no contact with the New World and the advanced civilizations of the Aztec, Maya, Inca, Mohican, Delaware, Huron and especially the Iroquois, who gave a great boost to Christian thought and in many cases actually inspired some of the institutions adopted in the United States: for example, Benjamin Franklin was a great admirer of some of the methods of the Iroquois Confederacy, and much of early American literature emphasized the political philosophy of the natives.

### **Industrialization and the early modern age**

The industrial revolution produced a parallel revolution in political thought. Urbanization and capitalism greatly reshaped society. While many socialists at that time attempted to argue otherwise, the lives of the poor were dramatically improved as capitalism and markets spread. During this same period, the socialist movement began to form. In the mid-19th century, Marxism was developed, and socialism in general

gained increasing popular support, mostly from the urban working class. By the late 19th century, socialism and trade unions were established members of the **political landscape**. In addition, the various branches of anarchism and syndicalism also gained some **prominence**.

World War I was a **watershed** event in human history. The Russian Revolution (and similar, albeit less successful, revolutions in many other European countries) brought communism - and in particular the political theory of Leninism - on the world stage. At the same time, social democratic parties won elections and formed governments for the first time, often as a result of the introduction of **universal suffrage**.

In response to the sweeping social changes that occurred in the years after the war, ultra-reactionary ideologies such as fascism began to take shape. In particular, the rise of the nazis in Germany would later lead to the Second World War.

All political thought was deeply affected by the Great Depression, which led many theorists to reconsider the ideas they had previously held as **axiomatic**. In the United States, President Franklin D. Roosevelt introduced the **New Deal**. In Europe, both the extreme left and the extreme right gained increasing popularity.

### **Contemporary political philosophy**

After World War II the peace movement became the **dominant mode** of political philosophy in the Western world, due largely to fear of nuclear war. Opponents tended to **line up** on either side of the arms race debate. Communism remained an important focus especially during the 1950s and 60s. Zionism, racism and colonialism were important issues that arose. In general, there was a marked trend towards a pragmatic approach to political issues, rather than a philosophical one. Much academic debate regarded one or both of two pragmatic topics: how (or whether) to apply **utilitarianism** to problems of political policy, or how (or whether) to apply economic models (such as rational choice theory) to political issues.

Some scholars date the emergence of contemporary political philosophy to 1962, since many important things happened in that year:

- The Cuban Missile Crisis which brought the arms race debate to a head and forced the peace movement to action which has never actually ceased;
- Rachel Carson published her *Silent Spring* which signalled the beginning of the modern ecology movement and environmental movement;

- Milton Friedman published influential works that laid the foundations of neoliberalism against which the above struggle to this day.

Soon after, there was a major revival of academic political philosophy as a result of the publication of John Rawls's *A Theory of Justice* in 1971 where he offered an effective criticism of utilitarian approaches to questions of political justice. Robert Nozick's book *Anarchy, State, and Utopia* responded to Rawls from a libertarian perspective. A rich debate ensued.

**Task: Organize a round table talk involving representatives of the:**

- classical period trend in political philosophy
- Islamic
- medieval
- the Enlightenment
- early modern age (industrialization)
- contemporary political philosophy

**Match the words from the left side with their synonyms from the right side and give the examples of your own.**

|                     |                         |
|---------------------|-------------------------|
| enforcement         | arise                   |
| legitimate          | utility as the basis of |
| morality            |                         |
| by and large        | unite                   |
| to moderate         | ruling method           |
| inexorable          | new approach            |
| in effect           | self-evident            |
| in the interim      | general right to vote   |
| implications        | reputation, fame        |
| rigorous            | political panorama      |
| enduring            | charge                  |
| guild               | brotherhood,            |
| organization        |                         |
| challenge           | firm, strong            |
| political landscape | severe                  |
| prominence          | connection              |
| universal suffrage  | meanwhile               |
| axiomatic           | in fact                 |
| New Deal            | merciless, ruthless     |

|                       |                     |
|-----------------------|---------------------|
| <b>dominant mode</b>  | <b>abate</b>        |
| <b>line up</b>        | <b>on the whole</b> |
| <b>utilitarianism</b> | <b>lawful</b>       |
| <b>ensue</b>          | <b>application</b>  |

## Text № 49 Stalinism

**Stalinism** is a brand of political theory, and the political and economic system implemented by Joseph Stalin in the Soviet Union. In current usage, the terms has in Western mainstream media become more or less synonymous to totalitarianism.

### Stalinism as political theory

"**Stalinism**", strictly speaking, refers to a style of government, rather than an ideology **per se**; however, during the period of Stalin's rule in the Soviet Union, a set of interpretations of the works of Marx and Lenin which were in **concordance** with Stalinist practices was established and **disseminated**, the term Marxism-Leninism **coined** to describe it.

The term "**Stalinism**" is sometimes used to denote a brand of communist theory, dominating the Soviet Union and the countries who were the Soviet sphere of influence, during and after the leadership of Joseph Stalin. The term used in the Soviet Union, and by most who **uphold** its legacy, however, is "Marxism-Leninism", reflecting that Stalin himself was not a theoretician, but a communicator who wrote several books in language easily understood, and, in contrast to Marx and Lenin, made few new theoretical contributions. Rather, Stalinism is more in the order of an interpretation of their ideas, and a certain political system claiming to apply those ideas in ways fitting the changing needs of society, as with the transition from "socialism at a snail's pace" in the mid-twenties to the forced industrialization of the Five-Year Plans. Sometimes, although rarely, the compound terms Marxism-Leninism-Stalinism or *teachings of Marx/Engels/Lenin/Stalin*, are used to show the **alleged** heritage and succession. Simultaneously, however, many people professing Marxism or Leninism view Stalinism as a **perversion** of their ideas; Trotskyists, in particular, are **virulently** anti-Stalinist, considering Stalinism a counter-revolutionary policy using Marxism as an **excuse**.

Stalinists believe Stalin was the highest authority on Leninism, after

the death of Lenin, in 1924, often emphasizing that Leon Trotsky did not join Lenin's Bolshevik party until 1917 and arguing that Trotsky did not believe Lenin's contributions regarding the need for a vanguard party.

From 1917 to 1924, Lenin, Trotsky, and Stalin often appeared united, but, in fact, their ideological differences never disappeared. In his dispute with Trotsky, Stalin **de-emphasized** the role of workers in advanced capitalist countries (for example, he **postulated** theses considering the U.S. working class as bourgeoisified labor aristocracy). Also, Stalin polemicized against Trotsky on the role of peasants, as in China, where Trotsky wanted urban insurrection and not peasant-based guerrilla warfare.

**The main contributions of Stalin to communist theory were:**

### **Stalinist political economy**

The term "**Stalinism**" was first used by Trotskyists opposed to the regime in the Soviet Union, particularly to attempt to separate the policies of the Soviet government from those they regard as more true to Marxism. Trotskyists argue that the Stalinist USSR was not socialist (and certainly not communist), but a bureaucratized degenerated workers state—that is, a non-capitalist state in which exploitation is controlled by a ruling caste which, while it did not own the means of production and was not a social class in its own right, **accrued** benefits and privileges at the expense of the working class. Stalinism could not have existed without the prior overturning of capitalism by the October revolution, but it is notable that Joseph Stalin, himself, was not active in the October revolution, advocating a policy of collaboration with the Provisional Government, rather than seizing power.

Building upon, and transforming Lenin's legacy, Stalin expanded the centralized administrative system of the Soviet Union during the 1920s and 1930s. A series of two **five-year** plans massively expanded the Soviet economy. Large increases occurred in many sectors, especially in coal and iron production. Society was brought from decades-long backwardness with West to one of economic and scientific equality within thirty years, according to some statistical measurements. Some economic historians now believe it to be the fastest economic growth ever achieved.

Because of the prestige and influence of the successful Russian revolution, many countries throughout the 20th century saw the politico-economic model developed in the USSR as an attractive alternative to the market economy system, and took steps to follow the USSR's

example. This included both revolutionary regimes and post-colonial states in the developing world. After Stalin's death in 1953, his successor Nikita Khrushchev **repudiated** his policies, condemned Stalin's cult of personality in his Speech to the Twentieth Party Congress in 1956, and instituted destalinization and liberalisation (within the same political framework). Consequently, most of the world's Communist parties, who previously **adhered** to Stalinism, abandoned it and, to a greater or lesser degree, adopted the moderately reformist positions of Khrushchev. The notable exception was the People's Republic of China, which under Mao Zedong grew antagonistic towards the new Soviet leadership's "revisionism", resulting in the Sino-Soviet Split in 1960. Subsequently China independently pursued the ideology of Maoism; Albania took the Chinese party's side in the Sino-Soviet Split and remained committed to Stalinism for decades thereafter under the leadership of Enver Hoxha.

Some historians draw parallels between Stalinism and the economic policy of Tsar Peter the Great. Both men desperately wanted Russia to catch up to the western European states. Both succeeded to an extent, turning Russia temporarily into Europe's leading power. Others compare Stalin with Ivan IV of Russia, with his policies of **oprichnina** and restriction of the liberties of common people.

**Task: Organize a round table talk.**

**Consider the following:**

|                               |                                 |
|-------------------------------|---------------------------------|
| political theory              | to be virulently anti-Stalinist |
| mainstream media              | to de-emphasize                 |
| communist theory              | bureaucratized state            |
| theoretical contribution      | politico-economic model         |
| "socialism at a snail's pace" | moderately reformist position   |

## **Text № 50 The Population Explosion**

The population of the earth is growing fast. In 1950, it was 2.5 billion. By 1992, it had jumped to 5.5 billion. By the year 2050, it will probably reach 10 billion. The worldwide trend is clearly towards rapid population growth. However, it is not happening in all parts of the world.

The population of industrialized countries has almost stopped growing. But in less-developed countries, it continues to grow at a very fast rate. Every year, about 97 million people are added to the world population. About 90 percent of these are in less-developed countries.

The reason for this difference in population growth lies in the birth rate. (The birth rate is the average number of children per woman of child-bearing age.) Population increases or decreases according to the birth rate. When the birth rate is over 2.0, the population grows. When it is less than 2.0, the population decreases.

In industrialized countries, a very low birth rate has caused population growth to slow down or stop altogether. Italy has the lowest birth rate in the world—only 1.3. In most European countries and in Japan, the birth rate is under 2.0. The birth rate in the United States is just over 2.0.

While birth rates have been declining in these countries, life expectancy has been increasing. (Life expectancy is the average length of a person's life.) In almost all the industrialized countries, life expectancy is now well over 70 years of age. This means that the percentage of older people in the population is increasing. In Italy, for example, one quarter of all Italians will be over 65 years old by the year 2015.

In less-developed countries, the situation is completely different. The birth rate in many places is extremely high. It is over 7.0 in many African countries and as high as 8.3 in Rwanda. At the same time, life expectancy in these countries is very low. For example, the life expectancy of an Ethiopian is less than 40 years. The population, on average, is very young, which means a high percentage of women of child-bearing age. Thus, even if birth rates decline, the population will continue to increase for many years.

Rapid population growth also partly explains why less-developed countries remain much poorer than industrialized countries. There is already an enormous difference in wealth. The average annual income per person in industrialized countries is about \$16,500. In less-developed countries, it is only about \$750. As the population increases, so do the

problems. Crowding on the land means that water, food, and firewood become ever more difficult to find. Hunger and disease kill millions, especially children. And, as a result, people flood to the cities, or to other countries to look for a better life. Thus, the population explosion is another global problem that needs a global solution.

**1. This passage is about**

- a. population growth in less-developed countries,
- b. birth rates around the world,
- c. population growth in different parts of the world,
- d. life expectancy in industrialized countries.

**2. Population growth is**

- a. fastest in less-developed countries,
- b. slowest in less-developed countries,
- c. happening everywhere at the same rate,
- d. slowing down around the world.

**3. Population generally grows fastest when**

- a. life expectancy increases,
- b. the birth rate increases,
- c. average income increases,
- d. the birth rate declines.

**4. The birth rate in industrialized countries is**

- a. about 1.3.
- b. generally high,
- c. rapidly increasing,
- d. around 2.0 or less.

**5. We can infer from this passage that life expectancy in Italy**

- a. is lower than in Japan,
- b. is under 70 years,
- c. is over 70 years,
- d. will decline in a few years.

**6. In some less-developed countries, the birth rate is**

- a. as high as 8.0.
- b. generally around 2.0.
- c. slowly decreasing,
- d. lower than in the industrialized countries.

**7. The population in less-developed countries is very young because of a**

- a. high life expectancy and low birth rate,

- b. low life expectancy and high birth rate,
  - c. low average annual income,
  - d. high percentage of women of child-bearing age.
- 8. Many less-developed countries stay poor because of**
- a. their low annual income,
  - b. the crowded cities,
  - c. hunger and disease,
  - d. the rapidly increasing population.

## Text № 51 International politics

*(A word in conclusion)*

*Certainly, the world has a full agenda of problems to address: the problem of environmental degradation; the peaceful transformation of the socialist societies in eastern Europe and the former Soviet Union; help for the poorest states of the world (mostly in Africa), which are getting poorer rather than better off; the population explosion, which again is occurring most rapidly in the poorest countries; the maintenance of international trade in the face of protectionist competition; the control of nuclear arms; and many more.*

*How are these to be addressed? The changes of the last two decades may provide new opportunities to find solutions to common problems. However, international politics has some special characteristics that make it unusually difficult to find common solutions, as compared with other kind of politics. These **enduring**, or rather to say stable weaknesses may, or may not, **stymie** any hopes of a "new world order."*

*Let us look a bit more abstractly at international politics. We will first consider a few ways in which politics among states differs from politics within a state.*

*How is international politics different? In its main outlines, politics among states is a good deal like politics within states. And like politics within states, politics among states is marked both at the use of force and by appeals to mutual self-interest, that is, by power and choice. Political decisions—decisions on behalf of groups of people—are reached in both kinds of politics. But in important ways international politics differs from politics within a state. The most important difference*

*is that there is no single central authority to provide **ultimate** settlement of a dispute among states. Also, political figures are more likely to follow **overtly** selfish (selfish on behalf of their states' interests) strategies in politics among states. And finally, political interchange does not proceed as easily in politics among states as it does in politics within a state.*

**Consider the following:**

agenda of problems  
environmental degradation  
population explosion  
maintenance of international trade  
protectionist competition

## **TERMS FOR THE STUDENTS OF THE INTERNATIONAL RELATIONS DEPARTMENT**

**A**

|                     |   |
|---------------------|---|
| <b>ABANDONMENT</b>  | <b>the giving up of a claim<br/>(відмовлення від позову)</b>          |
| <b>ABNORMAL</b>     | <b>different from the norm<br/>(ненормальний)</b>                     |
| <b>ABIDANCE</b>     | <b>following the rules (дотримання)</b>                               |
| <b>ABIDE</b>        | <b>to follow (дотримуватись)</b>                                      |
| <b>ABOLITION</b>    | <b>the movement against slavery<br/>(знищення рабства)</b>            |
| <b>ABSOLUTISM</b>   | <b>autocratic government<br/>unrestrained by law<br/>(абсолютизм)</b> |
| <b>ACCELARATION</b> | <b>an increase of speed (зріст)</b>                                   |
| <b>ACCEPT</b>       | <b>to admit the truth, to take on<br/>responsibility (приймати)</b>   |
| <b>ACCEPTABLE</b>   | <b>available (прийнятний)</b>   |

|                             |  |
|-----------------------------|--|
| <b>ACCESS</b>               | way of approach (to files, to the minister). (доступ, підхід)        |
| <b>ACCORDANCE</b>           | agreement, conformity (згода)  |
| <b>ACCUMULATE</b>           | to increase in number or quantity (акумулювати)                      |
| <b>ACCURATE</b>             | precise, exact (точний)  |
| <b>ACCUSATION</b>           | a charge of having done wrong (обвинувачення)                        |
| <b>ACCUSE</b>               | to bring an accusation against (обвинувачувати)                      |
| <b>ACKNOWLEDGE<br/>MENT</b> | recognition as a fact (acknowledge) (визнання, визнавати)            |
| <b>A.D</b>                  | Anno Domini (нашої ери)  |
| <b>ADDRESS</b>              | to make a speech, to turn to (звертання, звертатися)                 |
| <b>ADEQATE</b>              | sufficient in special requirement (відповідний умовам)               |
| <b>ADJUST</b>               | to set right, make orderly (регулювати)                              |
| <b>ADMINISTER</b>           | to manage business, affair or estate (керувати)                      |
| <b>ADVANCE</b>              | to progress, move forward (просуватися, передовий)                   |
| <b>ADVANTAGE</b>            | a position of superiority (перевага, вигода)                         |
| <b>ADVERSARY</b>            | opponent, enemy (противник, ворог)                                   |
| <b>ADVOCATE</b>             | a person who supports, support (адвокат, захищати)                   |
| <b>AFFIRM</b>               | to state positively (підтверджувати)                                 |
| <b>AGENDA</b>               | a list of things to be discussed (порядок денний)                    |
| <b>AGGRESSION</b>           | unprovoked attack (aggressive, aggressor) (агресія)                  |
| <b>AMBASSADOR</b>           | an official representing his country in the capital of another state |

|                             |   |
|-----------------------------|---|
| <b>ANNIHILATE</b>           | <b>to destroy completely<br/>(знищувати)</b>  |
| <b>ANNOUNCE</b>             | <b>to make known publicly<br/>(оголошувати) (announcer-<br/>диктор)</b>                       |
| <b>ANTOGONISM</b>           | <b>open opposition of resistance<br/>(антагонізм, ворожнеча)</b>                              |
| <b>ANTICIPATE</b>           | <b>to look forward to, to expect<br/>(передбачати)</b>  |
| <b>APPLE OF<br/>DISCORD</b> | <b>a cause of dispute (яблуко<br/>розбрату)</b>   |
| <b>APPOINT</b>              | <b>to select an office or position<br/>(призначати)</b>                                       |
| <b>ARMAMENTS</b>            | <b>the weapons (озброєння)</b>  |
| <b>ASPIRE</b>               | <b>to be eager (to have an ambition)<br/>(прагнути)</b>                                       |
| <b>ASSERT</b>               | <b>to state as true (відстоювати)</b>   |
| <b>AUTONOMY</b>             | <b>self-governing political<br/>community (автономія)</b>                                     |
| <b>B</b>                    |   |
| <b>BACK</b>                 | <b>to give moral and material<br/>support (підтримувати)</b>                                  |
| <b>BACKWARD<br/>(NESS)</b>  | <b>not progressing normally<br/>(відсталий, відсталість)</b>                                  |
| <b>BAN</b>                  | <b>prohibit, prohibition<br/>(забороняти)</b>   |
| <b>BARBARIAN</b>            | <b>a savage, uncivilized action<br/>(варварський, жорстокий)</b>                              |
| <b>BASE</b>                 | <b>foundation, fundamental (основа,<br/>базис)</b>  |
| <b>BETRAY (AL)</b>          | <b>to act treacherously toward smb.<br/>(зраджувати, зрада)</b>                               |
| <b>BICENTENARY</b>          | <b>200<sup>th</sup> anniversary<br/>(двохсотлітній)</b>                                       |
| <b>BLACKMAIL</b>            | <b>an attempt to extort money by<br/>threats (шантаж, шантажувати)</b>                        |
| <b>BLUFF</b>                | <b>to mislead by pretending to be in<br/>a more favourable position (блеф,<br/>блефувати)</b> |

|                       |   |
|-----------------------|---|
| <b>BOOTY</b>          | spoils taken in war or by thieves<br>(трофей, здобич)               |
| <b>BOYCOTT</b>        | to unite in refusing to have any<br>dealing (бойкот, бойкотувати)   |
| <b>BRIBE</b>          | a secret gift given to a person in a<br>position (хабар)            |
| <b>BROADCAST</b>      | transmitted by radio or television<br>(передавати по...)            |
| <b>BROWBEAT</b>       | to threaten mentally or spiritually<br>(залякувати)                 |
| <b>BRUTAL (ALITY)</b> | violent, violence (жорстокий,<br>жорстокість)                       |
| <b>BULWARK</b>        | a person, institution being a<br>defense or protection (оплот)      |
| <b>BUREACRACY</b>     | the routine world of regulations<br>(red tape) (бюрократія)         |
| <b>BYSTANDER</b>      | a person present when some<br>action takes place (спостерігач)      |
| <b>C</b>              |   |
| <b>CANCEL</b>         | to abolish, nullify (анулювати,<br>скасовувати)                     |
| <b>CAPABILITY</b>     | ability to do something<br>(здатність)                              |
| <b>CAPTIVE</b>        | a prisoner (полонений) –<br>captivity – полон                       |
| <b>CARRIER</b>        | an aircraft carrier (авіаносець)                                    |
| <b>CASUALTIES</b>     | soldiers or civilians killed or<br>injured in war (втрати на війні) |
| <b>CATCALL</b>        | to express disapproval by<br>whistling (освистувати)                |
| <b>CAUTION</b>        | carefulness, concern for safety, a<br>warning (застереження)        |
| <b>CELEBRITY</b>      | a famous person (знаменитість)                                      |
| <b>CENSUS</b>         | an official counting of a country's<br>population (перепис)         |
| <b>CENTENERY</b>      | a 100 <sup>th</sup> anniversary (сторіччя,<br>століття)             |
| <b>CHARITY</b>        | an organization helping the poor<br>(добродійність)                 |

|                          |   |
|--------------------------|---|
| <b>CHAUVENISM</b>        | <b>exaggerated and aggressive patriotism (шовінізм)</b>   |
| <b>CHRONICLE</b>         | <b>a list of events in the order in which they happen (літопис)</b>                                   |
| <b>CIVIL CLASH</b>       | <b>relating to citizens (цивільний) a conflict, to conflict (протириччя)</b>                          |
| <b>COEXIST (ANCE)</b>    | <b>to exist together in peace despite conflicting ideologies (співіснувати)</b>                       |
| <b>COLLAPSE</b>          | <b>to fall down, to fail (крах)</b>   |
| <b>COLLISION</b>         | <b>a conflict of ideas or interests. (сутичка)</b>  |
| <b>CONCEPT</b>           | <b>a thought or opinion, general notion or idea (поняття)</b>   |
| <b>CONDEMN</b>           | <b>to blame (осуджувати)</b>  |
| <b>CONSENSUS</b>         | <b>concord of opinion or ideas (погодженість, одностайність)</b>                                      |
| <b>CONSEQUENCE</b>       | <b>something which follows (наслідок, результат)</b>  |
| <b>CONSIDER</b>          | <b>think out, weigh advantages and disadvantages (розглядати, міркувати) (considerable – значний)</b> |
| <b>CONSOLIDATE</b>       | <b>make firm (зміцнювати)</b>   |
| <b>CONSPIRACY</b>        | <b>joining secretly for an evil purpose (змова)</b>   |
| <b>CONTEMPORARY</b>      | <b>modern (сучасний, сучасник)</b>  |
| <b>CONTENT</b>           | <b>a summary of subjects contained in a book (зміст)</b>  |
| <b>CONTENT</b>           | <b>to satisfy (задовольняти)</b>  |
| <b>CONTRABAND</b>        | <b>illegal traffic of goods (контрабанда)</b>   |
| <b>CONTRIBUTE (TION)</b> | <b>to give something for a common purpose (внесок)</b>  |
| <b>CONTOVERSIAL</b>      | <b>disputable (спірний)</b>   |
| <b>COOPERATE</b>         | <b>work jointly with others (співпрацювати)</b>   |

|                                       |  |
|---------------------------------------|--|
| <b>CREDENTIALS</b>                    | a letter establishing the authority<br>(вірчі грамоти)   |
| <b>CRIMINALITY</b>                    | the state of being criminal<br>(злочинність)   |
| <b>CRITERION /<br/>CRITERIA (pl.)</b> | a standard or principle by which<br>a thing is judged (критерій)                                 |
| <b>CURRENCY</b>                       | coins and notes in circulation as a<br>means of exchange (валюта,<br>гроші)                      |
| <b>CURRENT</b>                        | a general trend of events<br>(поточний)  |
| <b>CUSTOMER</b>                       | a person wishing to make a<br>purchase from a store or a firm<br>(покупець, клієнт)              |
| <b>CUSTOMS</b>                        | the government department<br>which collects customs duties<br>(митниця, мито)                    |
| <b>D</b>                              |  |
| <b>DEAL</b>                           | a business transaction (угода) a<br>square deal – чесна угода)                                   |
| <b>DEATH – RATE</b>                   | the number of deaths per 100<br>people in a given population over<br>a certain time (смертність) |
| <b>DECADE</b>                         | a period of 100 years<br>(десятиріччя)   |
| <b>DECEIT</b>                         | a trick, fraud, deceiving (обман)  |
| <b>DECLARATION</b>                    | a manifesto (декларація)   |
| <b>DEFAULT</b>                        | a failure to carry out an<br>obligation (невиконання<br>обов'язків, неплатіж)                    |
| <b>DEFEAT</b>                         | to conquer in war (завдавати<br>поразки)   |
| <b>DEMAND</b>                         | an economic need for some<br>product or service (вимога,<br>потреба)                             |
| <b>DEMOCRACY</b>                      | government by the people,<br>usually through elected<br>representatives (демократія)             |
| <b>DENOUNCE</b>                       | to announce formally the end of a<br>treaty (розривати, денонсувати)                             |

|                       |  |
|-----------------------|--|
| <b>DESPICE</b>        | <b>to look down upon, to feel contempt (зневажати, ставитися з презирством)</b>    |
| <b>DESTROY</b>        | <b>to ruin (знищувати)</b>   |
| <b>DETERMINE</b>      | <b>to define (визначати)</b>   |
| <b>DETHRONE</b>       | <b>to remove from authority or a position (скидати з престолу, розвінчувати)</b>   |
| <b>DICTATOR</b>       | <b>an autocrat, an absolute ruler (диктатор)</b>                                   |
| <b>DIPLOMACY</b>      | <b>the science of international relations (дипломатія)</b>                         |
| <b>DISCREDIT</b>      | <b>to destroy the trust to someone or something (дискредитувати)</b>               |
| <b>DISCRIMINATION</b> | <b>the making of unfair distinctions in treatment (дискримінація)</b>              |
| <b>DISMISS</b>        | <b>to discharge from employment (розпускати, звільняти)</b>                        |
| <b>DISORDER</b>       | <b>a state of confusion (безладдя)</b>   |
| <b>DISTRUST</b>       | <b>to regard with suspicion, lack of trust (недовіра)</b>                          |
| <b>DOMINATE</b>       | <b>to control (панувати)</b>   |
| <b>DYNAMIC</b>        | <b>active, energetic (динамічний)</b>  |
| <b>E</b>              |  |
| <b>EFFICIENCY</b>     | <b>the degree of effectiveness with which something is done (дієвість)</b>         |
| <b>ELABORATE</b>      | <b>made with care (старанно розроблений)</b>                                       |
| <b>ELECT</b>          | <b>to choose by voting (elect, elective) (вибирати)</b>                            |
| <b>EMBRACE</b>        | <b>to include (охоплювати)</b>   |
| <b>EMIGRANT</b>       | <b>a person emigrating from his own country and settling in another (емігрант)</b> |
| <b>ENACT</b>          | <b>to make a bill into a law (запроваджувати закон)</b>                            |
| <b>ENRICH</b>         | <b>to make rich or richer in money (збагачувати)</b>                               |

|                      |  |
|----------------------|--|
| <b>ENROL</b>         | <b>to include in a list (вносити до списку)</b>  |
| <b>EQUAL</b>         | <b>the same (рівний, однаковий)</b>  |
| <b>ESSENCE</b>       | <b>the most significant part of a thing's nature (суть, сутність)</b>                                  |
| <b>EXILE</b>         | <b>expulsion from one's home or country</b>  |
| <b>EXPERIENCE</b>    | <b>the obtained knowledge (досвід)</b>   |
| <b>EXTRAORDINARY</b> | <b>beyond what is normal and ordinary (надзвичайний)</b>   |
| <b>EXTREME</b>       | <b>the highest or extreme degree (крайній)</b>   |
| <b>F</b>             |  |
| <b>FACT</b>          | <b>a thing known to be true (факт, подія)</b>  |
| <b>FACTION</b>       | <b>a small opposition group (фракція, кліка)</b>   |
| <b>FACTIOUS</b>      | <b>belonging to a faction (фракційний)</b>   |
| <b>FAIL</b>          | <b>to crash financially, to be unsuccessful (не досягти, зазнати невдачу)</b>                          |
| <b>FAILURE</b>       | <b>crash ((невдача, провал)</b>  |
| <b>FAKE</b>          | <b>false, imitation, to imitate (підробляти, фальсифікувати)</b>                                       |
| <b>FAMINE</b>        | <b>scarcity of food, starvation (голод)</b>  |
| <b>FANATIC</b>       | <b>overenthusiastic or zealous supporter in politics or religion (фанатик)</b>                         |
| <b>FASCISM</b>       | <b>the ideological outlook based on the brutal use of force for getting and keeping power (фашизм)</b> |
| <b>FELON(Y)</b>      | <b>a grave crime (злочин, злочинець)</b>   |
| <b>FINE</b>          | <b>money paid as penalty (штраф, пеня)</b>   |
| <b>FLOURISH</b>      | <b>to grow well (процвітати)</b>   |

|                         |  |
|-------------------------|--|
| <b>FORCE</b>            | <b>the power or might of a ruler or state (сила, міць)</b>                               |
| <b>FORETHOUGHT</b>      | <b>thinking ahead (передбачливість)</b>  |
| <b>FRAME-UP</b>         | <b>machination intended to involve an innocent person in a crime (підтосовка фактів)</b> |
| <b>FRAUDELENT</b>       | <b>characterized by fraud (обманний, шахрайський)</b>                                    |
| <b>FREEDOM</b>          | <b>enjoying a personal liberty (свобода)</b>   |
| <b>FREE-SPOKEN</b>      | <b>speaking without restraint (відвертий, прямий)</b>                                    |
| <b>FREE-THINKER</b>     | <b>someone who forms his ideas without regard to dogma (вільнодумець)</b>                |
| <b>FRONTIER</b>         | <b>the border separating countries (кордон)</b>  |
| <b>FUNDAMENTAL</b>      | <b>basic, essential (основний)</b>   |
| <b>G</b>                |  |
| <b>GAIN</b>             | <b>to acquire, obtain (досягати, добувати, прибуток)</b>                                 |
| <b>GARRISON</b>         | <b>the troops stationed in a fort or town (гарнізон)</b>                                 |
| <b>GENERALIZE</b>       | <b>to draw a general rule or statement (узагальнювати)</b>                               |
| <b>GENERATION</b>       | <b>people born at about the same time (покоління)</b>                                    |
| <b>GENEROUS</b>         | <b>giving freely (великодушний)</b>  |
| <b>GOOD-FOR-NOTHING</b> | <b>worthless (нікчемний)</b>   |
| <b>GOODWILL</b>         | <b>friendliness (добра воля)</b>   |
| <b>GOVERNMENT</b>       | <b>nationwide rule (уряд)</b>  |
| <b>GROUNDLESS</b>       | <b>without foundation or motive (безпідставний)</b>                                      |
| <b>GROWTH</b>           | <b>the process of developing or growing (ріст, зростання)</b>                            |

## **H**

|                    |  |
|--------------------|--|
| <b>HAMPER</b>      | <b>to make action or progress difficult (перешкоджати, затримувати)</b>              |
| <b>HARDSHIPS</b>   | <b>difficulties (труднощі)</b>   |
| <b>HEADMOST</b>    | <b>leading (передовий)</b>   |
| <b>HEIR</b>        | <b>a person or group inheriting property or titles (спадкоємець, успадкувати)</b>    |
| <b>HEMISPHERE</b>  | <b>one half of earth (півкуля)</b>   |
| <b>HOMAGE</b>      | <b>a mark of esteem and respect (повага, пошана)</b>                                 |
| <b>HOSPITABLE</b>  | <b>generously receiving guests (гостинний)</b>                                       |
| <b>HOSTAGE</b>     | <b>a person held as a pledge that certain condition will be fulfilled (заручник)</b> |
| <b>HOSTILE</b>     | <b>antagonistic (ворожий)</b>  |
| <b>HOSTILITIES</b> | <b>acts of war (воєнні дії)</b>  |
| <b>HYPOCRISY</b>   | <b>pretense of virtue, hypocrite (лицемірство, лицемір)</b>                          |
| <b>HYPOTHESIS</b>  | <b>an idea or proposition used to explain certain facts (гіпотеза)</b>               |
| <b>HYSTERIA</b>    | <b>uncontrolled anxiety and emotions (істерія)</b>                                   |

## **I**

|                  |  |
|------------------|--|
| <b>IDEA</b>      | <b>a mental image, conception (ідея)</b>   |
| <b>IDEOLOGY</b>  | <b>ideas used in support of an economic, political and social theory (ідеологія)</b> |
| <b>IGNORANT</b>  | <b>lacking education, ignorance (неосвічений)</b>                                    |
| <b>ILLEGAL</b>   | <b>violating the law (незаконний)</b>  |
| <b>IMMEDIATE</b> | <b>without intervals, instant (негайний, невідкладний)</b>                           |
| <b>IMMIGRANT</b> | <b>someone who immigrates into a country (емігрант)</b>                              |
| <b>IMMUNE</b>    | <b>protected by the law (звільнений, недоторканність)</b>                            |

|                        |  |
|------------------------|--|
| <b>IMPACT</b>          | <b>influence (поштовх)</b>   |
| <b>IMPLICATE</b>       | <b>to involve into an unpleasant affair (implication) (вплутувати, причетність)</b>                              |
| <b>IMPOSE</b>          | <b>to place a tax, fine (оподаткувати)</b>   |
| <b>IMPOVERISH</b>      | <b>to make poor (доводити до бідності)</b>   |
| <b>IMPRESSIVE</b>      | <b>making a strong impression (вражаючий)</b>  |
| <b>IMPRISONMENT</b>    | <b>taking into prison (ув'язнання)</b>   |
| <b>IMPROVE</b>         | <b>to make better in quality (поліпшувати)</b>   |
| <b>INABILITY</b>       | <b>the state of being unable (неможливість)</b>  |
| <b>INCLINATION</b>     | <b>a mental and physical tendency (схильність)</b>   |
| <b>INCOME</b>          | <b>whatever is received as gain (wages, dividends) (прибуток, надходження)</b>                                   |
| <b>INCOME TAX</b>      | <b>a tax levied on the annual income of a person, or business (по доходний податок)</b>                          |
| <b>INCOMPATIBLE</b>    | <b>things that are different and can't be combined (несумісний)</b>  |
| <b>INCORPORATE</b>     | <b>to unite into whole (об'єднуватися)</b>   |
| <b>INCRIMINATE</b>     | <b>to involve in a charge of crime (інкримінувати)</b>   |
| <b>INDECISION(IVE)</b> | <b>hesitative, irresolute (нерішучистий)</b>   |
| <b>INDICT(MENT)</b>    | <b>to accuse, a written statement accusing a person of a crime.(пред'явити обвинувачення, обвинувальний акт)</b> |
| <b>INDISPUTABLE</b>    | <b>unquestionable (незаперечний)</b>   |
| <b>INDIVIDUAL</b>      | <b>a person different from others (особистий)</b>  |

|                     |  |
|---------------------|--|
| <b>INDUSTRIOUS</b>  | <b>hardworking (старанний)</b>   |
| <b>INEQUALITY</b>   | <b>lack of equality in respect with social status, income (нерівність)</b> |
| <b>INEQUITABLE</b>  | <b>unjust, unfair (несправедливий)</b>                                     |
| <b>INFAMOUS</b>     | <b>having bad reputation (ганебний, негідний)</b>                          |
| <b>INFLATION</b>    | <b>a general rise in prices (інфляція)</b>                                 |
| <b>INFLUENCE</b>    | <b>indirect power over man, events or things. (вплив)</b>                  |
| <b>INFLUENTIAL</b>  | <b>possessing influence (впливовий)</b>                                    |
| <b>INFLUX</b>       | <b>a flowing of people or things (наплив)</b>                              |
| <b>INFORM</b>       | <b>to communicate information to (повідомляти)</b>                         |
| <b>INFORMAL</b>     | <b>free from conventional forms or restrictions (неофіційний)</b>          |
| <b>INHABIT</b>      | <b>to live (жити) inhabitant (мешканець)</b>                               |
| <b>INHOSPITABLE</b> | <b>not offering hospitality (негостинний)</b>                              |
| <b>INHUMAN</b>      | <b>lack of mercy (нелюдський, жорстокий)</b>                               |
| <b>INITIATE</b>     | <b>to cause, to begin (проявляти ініціативу)</b>                           |
| <b>INJUSTICE</b>    | <b>violation of justice (несправедливість)</b>                             |
| <b>INSEPARABLE</b>  | <b>incapable of being separated (нерозлучний)</b>                          |
| <b>INSIST</b>       | <b>to repeat with persistence (наполягати, твердити)</b>                   |
| <b>INSTABILITY</b>  | <b>lack of physical, economic or moral stability. (нестійкість)</b>        |
| <b>INSTRUCT</b>     | <b>to teach (вчити, інструктувати)</b>                                     |
| <b>J</b>            |  |
| <b>JUDGEMENT</b>    | <b>the pronouncement of a decision (вирок, постанова суду)</b>             |
| <b>JUDICIAL</b>     | <b>concerning the administration of justice .(судовий, законний)</b>       |

**K****KEY – NOTE****the basic idea or principle in forming a speech or idea.****(ЛЕЙТМОТИВ)****KIDNAP****to take away a person and hold by force. (викрадати людину)****L****LAY OUT****a plan, project, display. (план, проект, викладка товарів)****LEGITIMATE****in accordance with law or rules. (законний)****LIBERAL****having broad views****(ліберальний)****LIBERTY****the condition of being free. (воля, свобода)****LITIGATE****to contest at law. (судитися з кимсь)****LITIGATION****case in the court (судова справа, позов)****LIVING WAGE****that is above subsistence level.****(прожитковий мінімум)****LOCAL GOVERNMENT****the government of small districts, conducted by representative body. (місцеве самоврядування)****LOCALIZE****to restrict to a specific area.****(локалізувати)****LOYAL****faithful to any person. (вірний, лояльний)****LOYALTY****being loyal. (вірність,****лояльність)****LESS DEVELOPED COUNTRIES (LDC)****whose GDP is substantially below Western standard. (менш розвинуті країни)****M****MAFIA****worldwide criminal organization with a power in a special field.****(мафія)****MAGNATE****a person of great prominence and**

|                          |   |
|--------------------------|---|
| <b>MAINTAIN</b>          | <b>wealth, important in business or industry (магнат)<br/>to remain unaltered, to defend the truth, to provide for the needs (підтримувати)</b> |
| <b>MALADMINISTRATION</b> | <b>inefficient or corrupt administration. (погане управління)</b>   |
| <b>MALICE</b>            | <b>the will to do harm to another (злоба, злочинний)</b>  |
| <b>MALICIOUS</b>         | <b>being malice (злісний, навмисний)</b>  |
| <b>MALNUTRITION</b>      | <b>poor nutrition (недоїдання)</b>  |
| <b>MALTREAT</b>          | <b>to treat abusively (зневажати, погано поводитися з кимсь)</b>  |
| <b>MANAGER</b>           | <b>someone who administers business (директор) management - управління</b>  |
| <b>MANDATE</b>           | <b>instructions given by constituents to a legislative body or its members (мандат, наказ виборців)</b>   |
| <b>MANIFESTATION</b>     | <b>a public demonstration by a political group (маніфестація, обнародування, прояв)</b>   |
| <b>MANIPULATE</b>        | <b>to make dishonest changes (маніпулювати, орудувати чимось, кимсь)</b>  |
| <b>MANKIND</b>           | <b>the human race (людство)</b>   |
| <b>MANNER</b>            | <b>a way of doing something (спосіб, стиль, манера)</b>   |
| <b>MANOEUVRE</b>         | <b>a cleverly though – out plan, movement or action (маневр, маневрувати)</b>   |
| <b>MANUFACTURE</b>       | <b>the making of things on a large scale. (виробництво)</b>   |
| <b>MASK</b>              | <b>to conceal (маскувати)</b>   |
| <b>MATERIALISM</b>       | <b>the theory that matter is the basic reality of the Universe. Material</b>  |

|                      |   |
|----------------------|---|
| <b>MATTER</b>        | things are evaluated more than spiritual ones. (матеріалізм)<br>a physical thing, a circumstance, topic. (питання, справа, предмет) As a matter of fact – насправді |
| <b>MATURE</b>        | having reached a state of a full natural development (зрілий)<br>maturity- зрілість   |
| <b>MEDIATOR</b>      | an agent in communication (посередник)  |
| <b>MASS MEDIA</b>    | the means of communication aimed at the widest possible audience (ЗМІ)  |
| <b>MEMORANDUM</b>    | brief record of the events or analysis of a situation (пам'ятна записка)  |
| <b>MENTALIYY</b>     | the manner of thinking, the attitude to life. (розумові здібності)  |
| <b>MERCIFUL</b>      | showing mercy (милосердний)<br>merciless – безжалісний.   |
| <b>MERIT</b>         | the quality of deserving praise (заслуга)   |
| <b>MESSAGE</b>       | a written or spoken communication (повідомлення)  |
| <b>MIGRATE</b>       | to leave one country to settle or work for a period of time. (переселятися)   |
| <b>MILESTONE</b>     | an event of significance in the history of a nation or person. (віха)   |
| <b>MINT</b>          | a place where official coins are made. (монетний двір)  |
| <b>MISSILE</b>       | a weapon fired at a distant target (крилата ракета)   |
| <b>MOBILIZATION</b>  | assembling troops for military service. (мобілізація)   |
| <b>MODUS VIVENDI</b> | a temporary agreement between   |

|                                   |  |
|-----------------------------------|--|
|                                   | two groups in conflict<br>(тимчасова угода)  |
| <b>MONARCHY</b>                   | a state ruled by a monarch who<br>has either absolute or<br>constitutional power. (монархія)   |
| <b>MONOPOLY</b>                   | exclusive control of the supply of<br>product or service in a particular<br>market (монополія) |
| <b>MOOT OPEN</b>                  | a question open to argument<br>(спірне питання)  |
| <b>MORAL</b>                      | concerned with right and wrong<br>and distinctions between them<br>(мораль, нрави)             |
| <b>MORATORIUM</b>                 | period of delay (мораторій,<br>відстрочка)   |
| <b>MOTHER<br/>TONGUE</b>          | one's native language (рідна<br>мова)  |
| <b>MOTIVE</b>                     | causing movement (мотив)   |
| <b>MUNICIPAL</b>                  | related to a local self-government<br>(муніципальний, міський)                                 |
| <b>MULTILETERAL<br/>DIPLOMACY</b> | negotiations among three or more<br>countries (багатостороння<br>дипломатія)                   |
| <b>N</b>                          |  |
| <b>NATIONALISM</b>                | devotion to one's nation<br>(націоналізм)  |
| <b>NEGLECT</b>                    | to disregard (зневажати)   |
| <b>NEGOTIATE</b>                  | to discuss something in order to<br>reach an agreement (вести<br>переговори)                   |
| <b>NEIGHBORING</b>                | situated in the neighborhood<br>(сусідній)   |
| <b>NETWORK</b>                    | any set of interlinking lines<br>(мережа)  |
| <b>NEWSREEL</b>                   | a film of current events<br>(хронікальний журнал)  |
| <b>NOMINATE</b>                   | to name as a candidate<br>(призначати на посаду)   |

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| <b>NOMINEE</b>          | a person nominated for a position (номінант)                                 |
| <b>NON-ESSENTIAL</b>    | not important (неістотний, неважливий)                                       |
| <b>NON-INTERVENTION</b> | a policy of not intervening in the internal affairs (невтручання)            |
| <b>NON-PRODUCTIVE</b>   | not productive (непродуктивний)  |
| <b>NONSENSE</b>         | senseless or meaningless talks or ideas (дурниця, безглуздя)                 |
| <b>NOSTALGIA</b>        | to experience some real former pleasure, homesick (ностальгія)               |
| <b>NOTABLE</b>          | a prominent person or significant event (видатний, визначний)                |
| <b>NOTION</b>           | a conception, idea (поняття, уявлення)                                       |
| <b>NOWADAYS</b>         | at present time in history (тепер, в наші дні)                               |
| <b>NUANCE</b>           | a slight difference in meaning or emotion (нюанс, відтінок)                  |
| <b>NUCLEAR</b>          | relating to atomic energy (ядерний)  |
| <b>NULLIFY</b>          | to make null (робити недійсним)  |
| <b>O</b>                |  |
| <b>OATH</b>             | the statement or promise. To take an oath (клятва)                           |
| <b>OBEDIENT</b>         | not resisting, submitting one's will. Law-obedient (покірність, слухняність) |
| <b>OBJECTIVE</b>        | having a real, independent view. (об'єктивний)                               |
| <b>OBJECT</b>           | to express opposition (протестувати)   |
| <b>OBLIGE</b>           | to cause somebody by moral or physical means to do something (зобов'язати)   |
| <b>OBSERVATION</b>      | an observing or being observed (спостереження)                               |
| <b>OBSERVE</b>          | to watch (спостерегати)  |

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| <b>OBSTACLE</b>   | <b>an obstruction which prevents a forward movement (перепона, перешкода)</b>        |
| <b>OBVIOUS</b>    | <b>self-evident, easily seen (очевидний, явний)</b>                                  |
| <b>OCCASION</b>   | <b>a set of circumstances (випадок)</b>  |
| <b>OCCASIONAL</b> | <b>випадковий</b>  |
| <b>OCCUPANT</b>   | <b>someone who occupies, a particular space or position (окупант, праця, робота)</b> |
| <b>OFFENCE</b>    | <b>the act of attacking (напад, образа)</b>  |
| <b>OFFICER</b>    | <b>a person holding public appointment (чиновник, урядовець)</b>                     |
| <b>OFFICIAL</b>   | <b>authoritative, formal (офіціальний)</b>   |
| <b>OFF-SHORE</b>  | <b>a distant from the shore (офшорний)</b>   |
| <b>OLIGARCHY</b>  | <b>power in the hands of a few (олігархія)</b>                                       |
| <b>OPPONENT</b>   | <b>a person or group who opposes the other (опонент)</b>                             |
| <b>OPPOSITION</b> | <b>the political group in a democracy opposing the party (опозиція)</b>              |
| <b>OPPRESSION</b> | <b>treatment with unjust harshness (гніт, пригнічення)</b>                           |
| <b>OPTIMISM</b>   | <b>the hopeful view (оптимізм)</b>   |
| <b>ORATOR</b>     | <b>a person who speaks in public (оратор, промовець)</b>                             |
| <b>ORDEAL</b>     | <b>a severe experience which tests character or power (тяжке випробування)</b>       |
| <b>ORDER</b>      | <b>when everything is under control, instruction, command (наказ, порядок)</b>       |
| <b>ORGANIZE</b>   | <b>to arrange (організувати)</b>   |

|                       |   |
|-----------------------|---|
| <b>OUTBREAK</b>       | a sudden, violent bursting out, a revolt (спалах, вибух)  |
| <b>OUTLAW</b>         | a person deprived of the protection of the law, to deprive of the benefits of the law (людина поза законом, оголошувати поза законом) |
| <b>OUTNUMBER</b>      | to be greater in number (перевершити кількістю)   |
| <b>OUTPUT</b>         | the total product of a factory, the amount produced (випуск, продуктивність)  |
| <b>OUTSPOKEN</b>      | said without fear of consequences (відвертий)   |
| <b>OVERCOME</b>       | to conquer, to get the better of (перемогти, побороти)  |
| <b>OVERRATE</b>       | to value too highly (overvalue) (переоцінювати)   |
| <b>OWN (OWNER)</b>    | belonging to somebody, to have, to possess (власний, власник)   |
| <b>P</b>              |   |
| <b>PANIC</b>          | intense fear (панічний, паніка)   |
| <b>PAR (ON A PAR)</b> | equality of status or condition (рівність)  |
| <b>PARAMOUNT</b>      | supreme in rank or importance (найголовніший) (of paramount importance – надзвичайної важливості)                                     |
| <b>PARITY</b>         | equality in status (рівність, паритет)  |
| <b>PARTICIPANT</b>    | someone who participates (учасник)  |
| <b>PARTISAN</b>       | someone who actively supports ideas or principles)  |
| <b>PARTY</b>          | a group of people united by some common interest (партія)   |
| <b>PATRON(AGE)</b>    | a person who gives practical support, the material help given by a patron (шеф, меценат)  |

|                      |   |
|----------------------|---|
| <b>PAUPER</b>        | a completely destitute person, dependent on public charity (бідняк, жебрак)                   |
| <b>PEACE(FUL)</b>    | when nations are not fighting, freedom from noise (мир, спокій, миролюбний)                   |
| <b>PECULATION</b>    | embezzling money (привласнювати гроші)  |
| <b>PECULIARITY</b>   | strange, a distinctive characteristic feature (особливий, характерний)                        |
| <b>PENALTY</b>       | a punishment for breaking a law (покарання)   |
| <b>PERSPECTIVE</b>   | evaluation of events, a view of prospect (перспективний)                                      |
| <b>PERSUADE</b>      | to cause somebody to do something by urging (переконувати)                                    |
| <b>PLEAD</b>         | to appeal to court, to beg with emotion (звертатися до суду, благати (for))                   |
| <b>PLOT</b>          | the secret plan or conspiracy (змова) plotter – змовник                                       |
| <b>PLURALISM</b>     | the doctrine that has more than one principle (плюралізм)                                     |
| <b>POINT OF VIEW</b> | one's opinion (точка зору)  |
| <b>POLEMIC</b>       | a disputation, debate (полеміка)  |
| <b>POLICY</b>        | a selected, planned line of conduct (політика)  |
| <b>POVERTY</b>       | the marginal income level at which an adequate living standard is possible (зубожіння)        |
| <b>POWER</b>         | controlling influence, powerful (влада)   |
| <b>PRETEXT</b>       | a false reason given to conceal a real reason (привід)  |
| <b>PREVENT(IVE)</b>  | to cause not to do something, intending to prevent something (avert) – запобігати, запобіжний |

|                      |  |
|----------------------|--|
| <b>PREVILEGE</b>     | a benefit or advantage possessed by one person (привілей)                                  |
| <b>PROCEDURE</b>     | a prescribed way of doing something (процедура)  |
| <b>PROCLAIM</b>      | to announce publicly or officially (проголошення)  |
| <b>PROFICIENT</b>    | having or showing effective command. (досвідчений)   |
| <b>PROGRESS</b>      | forward movement (прогрес)   |
| <b>PROPERTY</b>      | a thing or things owned (власність)  |
| <b>PROPULSION</b>    | a driving force (рушійна сила)   |
| <b>PROROGATION</b>   | the delay in the parliament session (перерва, відстрочення в роботі парламенту)            |
| <b>PROMOTE</b>       | to help, to encourage (сприяти)  |
| <b>PROSECUTE</b>     | to start legal proceedings against (порушити судову справу)<br>Public Prosecutor-прокурор  |
| <b>PROSPER</b>       | to achieve financial success (процвітати, мати успіх)                                      |
| <b>PROTECTIONISM</b> | the system or policy of helping home producers to face foreign competition (протекціонізм) |
| <b>Q</b>             |  |
| <b>QUESTIONNAIRE</b> | a set of questions for answering (анкета)  |
| <b>QUOTA</b>         | an allotted share to be contributed or received (квота)                                    |
| <b>QUOTATION</b>     | a passage or phrase quoted (цитата, цитування)   |
| <b>R</b>             |  |
| <b>RACIAL</b>        | caused by the distinctions between races (расовий)   |
| <b>RADICAL</b>       | affecting fundamentals, radical change (радикал, радикальний)                              |
| <b>REALM</b>         | kingdom, branch, field (королівство, галузь, сфера)  |
| <b>REARMAMENT</b>    | arming again (переозброєння)   |
| <b>REBELLION</b>     | an organizing attempt to over  |

|                       |   |
|-----------------------|---|
|                       | throw a lawful government<br>(повстання, бунт)  |
| <b>RECESSION</b>      | falling of business activity (спад в економіці)   |
| <b>RECOGNITION</b>    | acknowledgement (визнання)  |
| <b>RECONCILE</b>      | to bring together again in love or friendship (примирити)   |
| <b>RECONSTRUCT</b>    | to rebuild, to recreate<br>(відновлювати)   |
| <b>REFUGEE</b>        | a person who flees to escape an invading army (біженець)  |
| <b>REGIME</b>         | a system of rule or government<br>(режим)   |
| <b>REGULATE</b>       | to control by rule (регулювати)   |
| <b>REHABILITATION</b> | restoration of privileges or rights<br>(реабілітація)   |
| <b>RELAPS</b>         | to fall back into ill health or crime (рецидив)   |
| <b>REPATRIATE</b>     | to send back to the country of origin (повертати на батьківщину) repatriation                                     |
| <b>REPRESENTATIVE</b> | a person who is appointed to act or speak for another person or for a country, company<br>(представник)           |
| <b>REPUBLIC</b>       | a form of government in which the head of the state is an elected president rather than a monarch<br>(республіка) |
| <b>REQUEST</b>        | an attempt to get something by making one's wants or desires known in speech or writing<br>(прохання, запит)      |
| <b>RESIGNATION</b>    | the act when a person leaves his job (відставка)  |
| <b>RESIST</b>         | to oppose, (опір, протидія, чинити опір) resistance   |
| <b>RESOLUTION</b>     | something decided? a formal statement or opinion (рішення,  |

|                             |  |
|-----------------------------|--|
|                             | резолуція) to resolve –<br>вирішувати  |
| <b>RESPECTABLE</b>          | something being highly estimated<br>(шановний, поважний)                                 |
| <b>RESPONSE</b>             | reply (відповідь) to respond   |
| <b>RESPONSIBLE</b>          | fit to be relied (відповідальний)<br>(to, for)   |
| <b>RESTORE</b>              | to bring something back<br>(відновляти, відбудувати)                                     |
| <b>RESTRICT(TION)</b>       | to keep within certain limits<br>(обмежувати)  |
| <b>REVIEW</b>               | a looking over (огляд)   |
| <b>RIVAL</b>                | a person in competition<br>(суперник, конкурент) rivalry                                 |
| <b>ROOT</b>                 | a regularly, repeated course of<br>action or standard practice                           |
| <b>RUDIMENT(ARY)</b>        | a basic principle of a subject, very<br>elementary (елементарні<br>знання, елементарний) |
| <b>RUMOUR</b>               | an unauthentic report put into<br>circulation (чутка, пускати<br>чутки)                  |
| <b>RUN</b>                  | to manage, to control (керувати)   |
| <b>S</b>                    |  |
| <b>SABOTAGE</b>             | deliberate damage done to<br>property (саботаж)  |
| <b>SAFETY</b>               | the condition of being safe from<br>risk or danger (безпека)                             |
| <b>SCANDALOUS</b>           | having a scandal, offensive nature<br>(скандальний)                                      |
| <b>SECRETARY</b>            | a person dealing with the<br>correspondence and records of an<br>organization (секретар) |
| <b>SECURITY</b>             | freedom from danger or anxiety<br>(безпека)  |
| <b>SELF-<br/>GOVERNMENT</b> | government without interference<br>from other states<br>(самоуправління)                 |

|                                      |  |
|--------------------------------------|--|
| <b>SENSATION(AL)</b>                 | <b>a state of emotional excitement (сенсація)</b>  |
| <b>SENTENCE</b>                      | <b>the statement of a judicial decision to punish (вирок, рішення суду)</b>  |
| <b>SEPARATE PEACE SERVICE RECORD</b> | <b>existing independently (сепаратний мир) a list of jobs (послужний список)</b>   |
| <b>SIGNATURE</b>                     | <b>a person's name written by himself in signing a document (підпис)</b>   |
| <b>SOCIAL</b>                        | <b>relating to human society (суспільний)</b>  |
| <b>SOCIETY</b>                       | <b>the state of living in organized groups (суспільство, товариство)</b>   |
| <b>SOLID</b>                         | <b>unbroken, hard (твердий)</b>  |
| <b>SOLIDARITY</b>                    | <b>common interest and active loyalty within a group (солідарність)</b>  |
| <b>SOLUTION</b>                      | <b>the answer to a problem (вирішення)</b>   |
| <b>SPECULATE</b>                     | <b>to consider possibilities and probabilities, to undertake commercial transactions involving serious risk for the sake of possible large profit (роздумувати, спекулювати)</b> |
| <b>SPHERE</b>                        | <b>a range of knowledge (поле діяльності)</b>  |
| <b>SPIRITUAL</b>                     | <b>concerned with the soul (духовний, інтелектуальний)</b>   |
| <b>SPOKESMAN</b>                     | <b>one who speaks for another person or a group (оратор)</b>   |
| <b>SPONSOR</b>                       | <b>who accepts personal responsibility for another (спонсор, організатор) sponsorship</b>  |

|                     |   |
|---------------------|---|
| <b>SPONTANEOUS</b>  | <b>arising from impulse, growing without human intervention (спонтанний, мимовільний)</b>           |
| <b>STABILITY</b>    | <b>the state of being stable (сталість)</b>   |
| <b>STAGNATION</b>   | <b>staying too long in the same place (застій)</b>  |
| <b>STATECRAFT</b>   | <b>the art of managing state affairs (уміння керувати державою)</b>                                 |
| <b>STATEMENT</b>    | <b>the act of stating the speech or writing (заява, твердження)</b>                                 |
| <b>STATESMAN</b>    | <b>a person having large degree of responsibility in the government of a state (державний діяч)</b> |
| <b>STATUTE</b>      | <b>a law passed by a legislative body (statute book – збірник законів, статут, закон)</b>           |
| <b>STRUGGLE</b>     | <b>to make strenuous efforts (боротьба, боротися)</b>   |
| <b>SUBDUE</b>       | <b>to control or bring into subjection (перемагати, підкоряти)</b>                                  |
| <b>SUMMIT TALKS</b> | <b>a conference held by the heads of the states (переговори на вищому рівні)</b>                    |
| <b>SUPREMACY</b>    | <b>the position of being superior (верховна влада)</b>  |
| <b>SURRENDER</b>    | <b>to give up to someone or something (капітуляція, капітулювати)</b>                               |
| <b>SURVEY</b>       | <b>a general inspection (огляд, інспектування)</b>  |
| <b>SURVIVE</b>      | <b>to live or exist longer (вижити)<br/>survival – виживання</b>                                    |
| <b>SYMPATHY</b>     | <b>sharing in the emotions or others (grief, pain) – співчуття</b>                                  |
| <b>SYSTEM</b>       | <b>an orderly arrangement of parts as a set of principles (система)</b>                             |

|                              |   |
|------------------------------|---|
| <b>STATE<br/>TERRORISM</b>   | <b>carried out, directed and funded<br/>by an established government<br/>(державний тероризм)</b>                     |
| <b>T</b>                     |   |
| <b>TACTFUL</b>               | <b>understanding how to avoid<br/>giving offence (тактовний).<br/>Tactless – нетактовний</b>                          |
| <b>TARGET</b>                | <b>an object of attack or criticism<br/>(ціль, мішень)</b>  |
| <b>TENSE</b>                 | <b>showing emotional strain<br/>(напружений) tensity – напруга</b>  |
| <b>TERROR</b>                | <b>something that causes great fear –<br/>terrorist(ism) (терор)</b>  |
| <b>THOUGHTLESS</b>           | <b>said or done without<br/>consideration (необдуманий)</b>   |
| <b>THREAT</b>                | <b>an indication to hurt, punish or<br/>destroy (загроза, погроза)<br/>threaten – погрожувати</b>                     |
| <b>TOLERANT</b>              | <b>being ready to allow others to<br/>believe or act as they judge best<br/>(терпимий) tolerance –<br/>терпимість</b> |
| <b>TRANSFORM(AT<br/>ION)</b> | <b>to change the form, a<br/>transforming (міняти,<br/>перетворення)</b>  |
| <b>TRANSPARENT</b>           | <b>easy to detect (прозорий)</b>  |
| <b>TREND</b>                 | <b>a tendency, general direction<br/>(напряв, тенденція)</b>  |
| <b>TRIBUNAL</b>              | <b>a group of persons empowered to<br/>decide a specific issue according<br/>to the law (суд, трибунал)</b>           |
| <b>TRUSTWORTHY</b>           | <b>deserving trust (що заслуговує<br/>довіру)</b>   |
| <b>TURMOIL</b>               | <b>a great confusion (безладдя)</b>   |
| <b>TURNING POINT</b>         | <b>a point in any process at which a<br/>decisive change occurs<br/>(поворотний пункт)</b>                            |
| <b>TYRANNY</b>               | <b>despotic rule (тиранія)</b>  |

## U

|                                |  |
|--------------------------------|--|
| <b>ULTIMATE GOAL ULTIMATUM</b> | <b>final (кінцева ціль)</b><br><br><b>the final terms offered or demanded by one of the parties in diplomatic negotiations (ультиматум) to present ultimatum</b> |
| <b>UNANIMITY</b>               | <b>the state of being unanimous (одноставність)</b>  |
| <b>UNBELIEF</b>                | <b>disbelief (недовіра)</b>  |
| <b>UNDERVALUE</b>              | <b>to underestimate (недооцінювати)</b>  |
| <b>UNEQUAL</b>                 | <b>not of the same quality or degree (нерівноцінний, нерівноправний)</b>   |
| <b>UNIFY</b>                   | <b>to make or become one (об'єднувати)</b>   |
| <b>UNION</b>                   | <b>a grouping of states or political groups (об'єднання)</b>   |
| <b>UNMASK</b>                  | <b>to expose the true nature of something (викривати)</b>  |
| <b>UNPROFITABLE</b>            | <b>not giving profit or income (невигідний)</b>  |
| <b>UPHOLD</b>                  | <b>to support morally somebody's views or ideas (підтримувати, додержуватись поглядів)</b>   |
| <b>UP-TO-DATE</b>              | <b>dealing with the present moment (сучасний)</b>  |

## V

|                    |  |
|--------------------|--|
| <b>VALUABLE</b>    | <b>of great value, very useful (цінний)</b>  |
| <b>VANDALISM</b>   | <b>destruction or spoiling of what should be preserved (вандалізм, варварство)</b> |
| <b>VENTURESOME</b> | <b>involving a risk (азартний, ризикований, авантюристичний)</b>                   |
| <b>VIA</b>         | <b>by means (через)</b>  |
| <b>VITAL</b>       | <b>essential, a question of vital</b>  |

|          |                              |  |
|----------|------------------------------|--|
|          | <b>VOTE</b>                  | <b>importance (життєвий. істотний)<br/>to decide, accept by vote<br/>(голосування)</b> |
| <b>W</b> | <b>WAGE A WAR<br/>WEAPON</b> | <b>carry on (вести)<br/>an instrument used for fighting<br/>(зброя)</b>                |
|          | <b>WELFARE</b>               | <b>the state of being wealthy, happy<br/>and free (добробут)</b>                       |
|          | <b>WIDE-SPREAD</b>           | <b>extended over a wide area<br/>(поширений)</b>                                       |
|          | <b>WITHHOLD</b>              | <b>refuse to give (приховувати,<br/>замовчувати)</b>                                   |
| <b>Z</b> | <b>ZEALOT</b>                | <b>someone who act with excessive<br/>zeal (фанатик)</b>                               |

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**для студентів-міжнародників**

*Навчальний посібник*

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